DOCUMENT RESUME

ED 262 154 CE 041 368

AUTHOR	Lewis, Jean, Comp.
TITLE	English as a Second Language Curriculum Guideline for Non-Intensive E.S.L. Programs. Non-Virginia Edition.
INSTITUTION	Catholic Diocese of Richmond, VA. Office of Refugee Resettlement.
SPONS AGENCY	Virginia State Dept. of Education, Richmond. Adult Education Service.
PUB DATE	2 Jul 84
NOTE	392p.; The related REEP Curriculum is available from Refugee Education and Employment Program, Wilson School, 1601 Wilson Blvd., Arlington, VA 22209 ($16.50).
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC16 Plus Postage.
DESCRIPTORS	Adult Literacy; *Adult Programs; Competence; Curriculum Guides; *English (Second Language); Guidelines; *Literacy Education; Pronunciation; Pronunciation Instruction; Second Language Instruction; *Second Language Programs; *Teaching Methods; *Vocabulary; Vocabulary Development
IDENTIFIERS	310 Project; *Refugee Education and Employment Program

ABSTRACT

Written for use with the REEP (Refugee Education and Employment Program) Curriculum, this curriculum guideline makes modifications and includes additions to make the REEP curriculum suitable for use in any non-intensive English as a Second Language (ESL) program. (The REEP Curriculum is intended for use in an intensive five-day per week program; a non-intensive program meets only two to three times per week.) A curriculum user's guide offers program guidelines. Vocabulary inventories follow for the REEP Curriculum and Level BIV. Volume II of the "English as a Second Language Resource Manual" appears next. This manual contains descriptions of general techniques used to present the material (purpose, directions, variations, notes), literacy activities (purpose, number of players, materials, directions, variations), and ESL activities by competency (estimated time, purpose, materials, directions, variations). Other contents of the curriculum guideline include a section with pronunciation guidelines and "A Bibliography That Works," a guideline for recommendations, curriculum construction, and supplements appropriate for use in ESL programs for adult and high school students. (YLB)

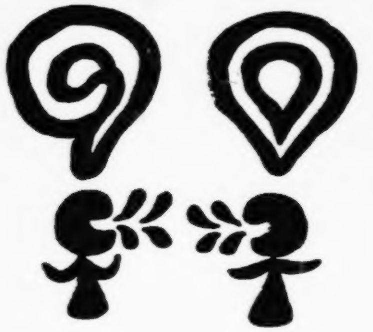
****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED262154

CE041368

ENGLISH AS A SECOND LANGUAGE

CURRICULUM GUIDELINE



FOR NON-INTENSIVE E.S.L. PROGRAMS

Compiled and Edited
by
Jean Lewis

This Guideline was developed under a 310 grant from the State Department of Education, Adult Basic Education Division. However, the contents of this Guideline do not necessarily represent the opinions or policies of the funding source, and endorsement by the federal government should not be assumed.

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
M Breslow
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

NON-VIRGINIA EDITION

July, 1984

ENGLISH AS A SECOND LANGUAGE
CURRICULUM GUIDELINE
FOR NON-INTENSIVE E.S.L. PROGRAMS

Jean Lewis

Office of Refugee Resettlement
Catholic Diocese of Richmond
811 Cathedral Place
Richmond, Virginia 23220

July 2, 1984

This Guideline was developed under a 310 grant (Public Law 91-230) of the Adult Education Act and grants by the Virginia State Department of Education. However, the contents of this Guideline do not necessarily represent the opinion or policies of the funding source and endorsement by the state and federal governments should not be assumed.

AKCNOWLEDGMENTS

This curriculum guideline could not have come into existence without the help of many people.

The ESL teachers who served on the curriculum advisory committee:

Nancy Porter, Norfolk ABE/ESL
Paula Kleinfeld, Norfolk Office of Refugee Resettlement
Margaret Kiernan, Virginia Beach ESL
Alma Brintnall, Newport News ABE/ESL
Sue Argabright, Hampton ABE/ESL
Sue Lundgren, Hampton Buckroe Skills Center ESL
Ted Belote, Richmond ABE/ESL
Pat Owen, Chesterfield County ABE/ESL
Karen Curling, Henrico County ABE/ESL
Gladys Hughston, Harrisonburg ABE/ESL
Elaine Kline, Harrisonburg ABE/ESL
Carole Doyle, Fairfax County ABE/ESL
Carolyn Harding, Fairfax County ABE/ESL
Tom Hester, Arlington County ABE/ESL
Lorraine Moroney, Falls Church ABE/ESL
Carol Foy, Loudon County ABE/ESL
Edetha Burge, Alexandria ABE/ESL

Also appreciation is extended to the following people for their support and contributions:

Inaam Mansoor, Arlington Refugee Education and Employment Program
Bill Nelson and ESL teachers, Henrico County ABE/ESL
Corliss Tacosa, Williamsburg, Rita Welsh Adult Skills Center
Barbara Jones and Ed Brayboy, Newport News ABE
Sattar Mukadam, Richmond ABE/ESL
Richard Hills, Alexandria ABE
Robert Young, Augusta County ABE
Elaine Baush, Fairfax County ABE/ESL

Sheila Days, Los Angeles, California, The Language Works for the use of her wonderful bibliography.

A very special thanks to Donna Gassie, Richmond Office of Refugee Resettlement, without whose nimble typing this product could not have been finished.

OUT-OF-STATE PROGRAMS

TABLE OF CONTENTS

I. Introduction

II. Curriculum User's Guide

III. REEP Curriculum*

  (A. Track A)

  (B. Track B)

IV. Vocabulary Inventories for REEP Curriculum

V. Level BIV (to be used with REEP)

VI. English as a Second Language Resource Manual, Volume II**

VII. Pronunciation Guideline

VIII. Bibliography***

( )* Can be ordered from:

Refugee Education and Employment Program
Wilson School
1601 Wilson Boulevard
Arlington, Virginia 22209

Cost: $16.50 for Track A and Track B

** Center for Applied Linguistices, Washington, D.C.

*** Reprinted by permission from The Language Works, Los Angeles, California 90046

Notes:

1. Vocabulary: (R) beside a word means it has been previously taught at another level or in a previous topic and is being reviewed.
2. This guideline is basically an adaptation of the REEP curriculum for non-intensive programs. One should purchase the REEP to make the most effective use of this guideline.

Introduction

A class or program without a clearcut goal is like form without substance, and a beginning without an end. This statement would seem to hold true for most adult ESL classes, especially those in smaller programs (non-intensive) which meet only two/three times per week.

In order to provide some form, substance and structure to these ESL programs, this curriculum has been developed. Let this writer emphasize that a curriculum is only a guideline, a tool, to help bring some organization and coherency to a program. The interpretation of the material and techniques used by the teacher and goals set by him/her and the students determine the success of the class and the learning that will take place.

This guideline was written to be used with the REEP Curriculum (which can be bought for $16.50 from: The Refugee Education and Employment Program, Wilson School, 1601 Wilson Boulevard, Arlington, Virignia 22209). The REEP curriculum is written to be used in an intensive 5 day per week program. This guideline has modified and included additions which will make it suitable to be used in any non-intensive program.

CURRICULUM USER'S GUIDE

SECTION #1. Program Guidelines

I. Determine how many levels your program/center can offer.

A. Determine how much previous education your students have had and present English ability.

II. Determine length of program from beginning to ending date in terms of months, weeks, hours.

III. Determine which levels of the curriculum you will use for each class and how many hours it will take to complete those levels.

IV. Determine how students will advance from one level to another level.

V. Keep track of each student's progress by using competency checklists.

EXAMPLE: (Henrico County, Virginia)

I. Henrico decided based on the numbers of teachers (6) and students (135), four levels could be offered.

A. Students' previous levels of education were mostly determined by information on registration forms and oral interviews. Students' levels of present English ability were determined mostly by casual oral interviews with teachers and (if refugees) the level of ESL noted on their I-94 form.

II. The program started in September and ran through July (11 months) for 44 weeks. Excluding time off for holidays, approximately 160 instructional hours remained.

III. It was determined most of the students were at beginning or low intermediate levels. Six classes were set up - three beginning, two intermediate and one advanced. The following levels of the REEP curriculum were used: Literacy/AI (2 sections),BI (1 section), BII (2 sections) and BIII (1 Section). It took between 90-100 hours to complete each level. The beginning levels took slightly longer.

IV. Using the competency checklists provided with each level of the REEP and teacher judgement, students were retained or moved on to another level.

A. As students mastered a particular competency, teachers noted this on the checklist.

SECTION #2. The REEP's Curriculum

Each level of the REEP follows the same format:

1. There is a competency checklist of items that will be covered in that level.
2. Each topic includes functions, examples, structures, and related items.
3. There is a list of survival competencies to be taught for each topic.

*Additions: A vocabulary inventory pertinent to each topic has been written and the words have been organized according to parts of speech.

SECTION #3. Southeast Asian English as a Second Language Resource Manual, Volume II. (Center for Applied Linguistices - CAL)

This is a techniques manual that is divided into three parts: General Techniques, Literacy Activities, and ESL Activities. They fit very well with REEP's levels and can be used by neophyte or experienced teachers. The ESL activities are keyed by the level of proficiency used in the refugee camps. Following is a conversion of those levels into REEP levels:

SE Asian Levels	REEP Levels
A	Literacy/AI
B	BI
C	AII
D	AIII, BII
E	BIII, BIV

SECTION #4. Pronunciation Guideline

Pronunciation should be taught as it arises within topics. However, it can also be taught as a separate chunk of the curriculum. This guideline lists all the sounds of English in a linguistic context and provides examples. For more detailed instructional ideas on the teaching of pronunciation, please refer to one of the pronunciation texts listed in the bibliography.

SECTION #5. Bibliography

A Bibliography That Works by Sheila Days of The Language Works, Los Angeles, California and reprinted by permission is included as part of this curriculum. The books listed on page 14 work particularly well with this type of competency based curriculum.

VOCABULARY INVENTORY

Personal ID

ADJECTIVES

last
first
middle
tall
fine
old (as in "How old are you?")
(numbers 0-9)
married
single
divorced
widowed

ADVERBS

same
different
yes
no

NOUNS

name
address
birthday/date
telephone number
weight
height
Hello/Hi
age
social security number
male
female
zip code
city
spell
signature
I-94 (I-151, etc.) number
state
Virginia

PHRASE

thank you

PREPOSITION

from

PRONOUNS

I
you
he,she
it, it's
we
they
my
your
his
her

QUESTION WORDS

What
Where
How

VERBS

am
are
is
please
do
weigh
repeat
live

VOCABULARY INVENTORY

Classroom Procedure

AI

ARTICLES

a
an
the

ADVERBS

slowly
quickly
louder
carefully

IMPERATIVES

point to
show me

NOUNS

book
pencil
pen
workbook
paper
desk
table
chair
notebook
window
door
chalk
chalkboard/blackboard
eraser
floor
ceiling
wall
lights
student
teacher

PHRASES

"No talking"
"Please be quiet"
"Excuse me"

PREPOSITIONS

on
to
up
down
under
in
behind
between
beside

PRONOUNS

this
that
these
those
R it's

VERBS

close
pick up
put down
turn off
turn on
R repeat
give
take
bring
begin
start
stop
finish
listen
read
write
copy
sharpen
sit down
stand up
go
put
circle
underline
speak
come
talk

VOCABULARY INVENTORY

Time/Weather

ADJECTIVES

hot
cold
warm
cool
rainy
snowy
windy
sunny
cloudy
numbers 10-60

NOUNS

time
minute
hour
morning
noon
afternoon
evening
night
a.m.
p.m.
o'clock
today
yesterday
date
day
week
month

NOUNS

year
days of the week
months of the year
breakfast
lunch
dinner/supper
season
Fall
Winter
Spring
Summer
temperature
degrees
Fahrenheit
Celsius
seasons(s)
wind
tv/television
snow
rain

PREPOSITIONS

before/after

VERBS

go to bed
read
study
write
R come
get up
wake up
wash
brush
R sleep
was/were
R watch
eat
raining
snowing

VOCABULARY INVENTORY

Money

NOUNS

money
penny
nickel
dime
quarter
dollar(s)
change
cent
coin
bill
half-dollar
$
¢
numbers 60-100

PREPOSITIONS

for

VERB

want
need

VERB PHRASE

How much

VOCABULARY INVENTORY

Clothes

AI

ADJECTIVES

R new
R old
good
bad
R small
medium
large
expensive
cheap
white
yellow
blue
red
orange
green
purple
black
brown

PHRASE

okay (O.K.)

NOUNS

cashier
size
receipt
glasses
dress
blouse
skirt
coat
jacket
pants
shirt
shoes
sandals
boots
hat
gloves
scarf
socks
belt
sizes (S,M,L - 8,10,12, etc.)
tie
suit
handkerchief

VERBS

like
wear

VOCABULARY INVENTORY

Body, Health and Emergencies

AI

ADJECTIVES

sore
absent
broken
unconscious
tired

ADVERBS

too
out

IMPERATIVES

R show me
R point to
tell me

MODALS

can
should

NOUNS

hospital
nurse
doctor
receptionist
emergency
medicine
prescription
problem
dentist
appointment
ambulance
hurt
aspirin
pill
cough medicine
band-aid
fever
cold
rash
flu
ache
toothache
stomachahe
headache
sick
drug store
accident

NOUNS

parts of the body
face
head
ear(s)
eye(s)
mouth
lip(s)
nose
tooth/teeth
neck
throat
shoulder
chest
back
arm(s)
finger(s)
stomach
elbow
knee
leg
ankle
foot/feet
toe(s)
hair

QUESTION WORDS

why
R where

VERBS

hurt
take
buy
call
help
went
had
break
choking

PHRASES

What's the matter?
What's wrong?

VOCABULARY INVENTORY

Transportation

AJECTIVES

lost
exact (as in "exact change")

ADVERBS

here
there
over here
over there

NOUNS

bus
train
airplane
care
bicycle (bike)
motorcycle
taxi
bus stop
transfer
fare

PREPOSITIONS

on the corner
in front of
next
beside
across the street
on the left/right
by

QUESTION WORD

When
Where

VERBS

go to
stop at
come (to)

VERB PHRASES

move back
want to go
need to go
turn left/right
go straight (ahead)

VOCABULARY INVENTORY
Shopping - Food

NOUNS

- Meat
  - pork
  - fish
  - beef
  - chicken
  - shrimp
- Fruit
  - coconut
  - mango
  - grapes
  - banana
  - apple
  - orange
  - pear
  - lemon
- Vegetables
  - carrot
  - cucumber
  - sweet potato
  - been sprouts
  - cabbage
  - lettuce
  - onion
  - garlic
  - mint

NOUNS

- Dairy Products
  - butter
  - eggs
  - cheese
  - milk
  - ice cream
- coffee
- tea
- soft drinks
- water
- rice
- bread
- cost
- sale
- pound (lb.)
- dozen (doz.)
- ounce (oz.)
- aisle
- store
- supermarket
- box
- can
- sack
- bag

PRONOUNS

- some/any
- each

VERBS

- ate
- buy
- need
- want
- like
- buy
- cost

VOCABULARY INVENTORY

Personal ID and Communication

AII/AIII

ADJECTIVES

first
middle
last
old
single
divorced
married
widowed
the

ADVERBS

ago
now
here/there

NOUNS

Hello/Hi
morning
afternoon
evening
night
address
city
zip code
telephone number
age
birthdate/place/day
marital status
child/children
social security number
family members
sex, male, female
pay phone
coins
work
family
information
area code
long distance call
telephone book
change
pay phone
local call

PHRASES

Repeat, please
Excuse me?
Speak slowly, please
May I...
I'm sorry...
Tell (me about)...
How long ...
How many ...
"dial direct"

PREPOSITIONS

to
in
on
after
for
from

PRONOUNS

my
your
his/her
this, that

QUESTION WORDS

where
what
how

VERBS

live
spell
do
have
like
call
look
dial
know
to meet
say/said
speak (to)
worked
came
go feed

VOCABULARY INVENTORY

Housing

AII/AIII

ADJECTIVE

electrical

ADVERBS

always
sometimes
never
usually

MODAL

can

NOUNS

garage
den
family room
living room
dining room
kitchen
bedroom
bathroom
plumbing
wiring (electrical)
outlet
cord
appliances

NOUNS

gas/electric
fuse box
(furniture)
utilities
apartment
townhouse
duplex
house
trailer house (mobile home)
floor
windows
neighborhood
wall
ceiling
repairman
maintenance
water
sewage/garbage
deposit, lease
repairs
pets
o.k.
faucet
plumber

PHRASES

Will you...
Please...
If I have...
would rather
We need.....

PREPOSITIONS

R in
R on
under
above
next to
between
R for
near
next
R to

VERBS

rent
am/is/are
R do
include(d)
R call
take
sweep
wash
scrub
dust
wipe
to pay
prefer
rent
is leaking
to turn down
allowed

VOCABULARY INVENTORY

Post Office

AII/AIII

ADJECTIVES

a/an
R the

ADVERBS

some/any
a lot of/a few/many

CONJUNCTIONS

but
so

NOUNS

letter
package
money order
post card
aerogram
stamp

PHRASES

R How many
R How much

PRONOUNS

R this/that

VERBS

cost
is mailing
is sending
is buying
am going
need/want
does
R is

VOCABULARY INVENTORY

Banking

AII/AIII

ADVERB

R ago

CONJUNCTION

or

NOUNS

bank
checkbook
checking account
savings account
deposit slip
withdrawal slip
check
safe deposit box
cash
automatic teller

VERBS

have
need/want
do/did
went
to open
to cash/cashed
to go

VOCABULARY INVENTORY

Clothing

AII/AIII

ADJECTIVES

wash n' wear
(colors)
big/small
cheap/expensive
polyster
cotton
wool
pretty
nice
new/old
tight/loose
dry clean
washable

ADVERBS

too
only

CONJUNCTION

R or

MODALS

R can
should

NOUNS

refund
(clothing items)
receipt
ironing
dry clean
the print
interview
pattern

PRONOUNS

him
her
them
myself
it
these/those
me

VERBS

is wearing
describe
R did
bought
(am looking for)
help
R wash
like

VOCABULARY INVENTORY

Health

ADJECTIVES

wrong
better
healthy
sorry

ADVERBS

every day
soon
R a lot of
a little
R a few

CONJUNCTION

because

MODALS

R can
R should
must
would like to

NOUNS

hurt
the matter
sleep
emergency room
clinic
aspirin
check up
doctor
appointment
absent
sick
police
door
phone book
(feet and other body parts)
home
fever
pills
the pain
accident
the bottle
thermometer
temperature
trouble

PHRASES

keep out of reach
how often
every four hours
how long
R how much

VERBS

R does
R have
walking
see
R wash
R take
give
exercise
R like
help
R send
eat
was
R went
stayed
R call
open
look
worried
cut
is choking
feel
break
cry
start
began
to finish
to hear

VOCABULARY INVENTORY

Transportation

AII/AIII

ADJECTIVES

R the
red
yellow
green
safer

ADVERBS

R here/there

CONJUNCTIONS

and
R or

NOUNS

school
bus
car
fare
one way
round trip
train
moped
motorcycle
block
corner
street
lake
the light
transfer
taxi
airplane
departure
arrival

PHRASES

R How often
there are/there is

PREPOSITIONS

R between
R on
R to

PREPOSITIONAL PHRASES

across from
on/at the corner

VERBS

come
R (to) take
drive
going to
arrive
R repeat
say
go
leaves
walk
turn
cross (at)
tell
meant

VOCABULARY INVENTORY

Food

AII/AIII

ADJECTIVES

cheap(er)(est)
better/best
(most)more expensive
delicious
good

ADVERBS

very
R too
enough

MODAL

R should

NOUNS

food breakfast
lunch
dinner
supper
store
loaf
heads of lettuce
(a) pound
cook
dairy product
milk
aisle
shelf
prices
fruit
vegetable
beverage
anything
bottom/up

PHRASES

"here, or to go?"
"take out"
your order
on sale

PREPOSITIONS

R to
R for
R at
of

VERBS

R like
going to eat
R need/want
R take
R cost
cook/make
go to
shop at
ate
fried
baked
boiled

VOCABULARY INVENTORY

Employment

AII/AIII

ADJECTIVES

full time
part time
lazy
R a/an
any

ADVERBS

outside
inside
alone
R every day

CONJUNCTIONS

R because
R and
R but

MODALS

R can
R should
will

NOUNS

employer
employee
garage
mechanic
experience
job
raise
late/early
on time
"kind of work"
appointment
interview
interviewer
smoke

NOUN PHRASES

(to their work places)
(& other OCCS)

PREPOSITIONS

R in
R to
R before

PRONOUN

R your

VERBS

smoke
changes
sweeps
cleans
types, etc.
like + to + work
used
want to be
want to work
plan
to find
hope
get
replaces
"did you do"
worked
Let's
R call
looking for
look at
R says

VOCABULARY INVENTORY

Personal ID and Communication

AIII

AJECTIVES

first
middle
last
old
single
divorced
married
separated
widowed

ADVERBS

ago
now
here/there

NOUNS

Hello/Hi
morning
afternoon
evening
night
live
address
city
zip code
telephone number
age
birthdate/place/day
marital status
child/children
social security number
alien registration number
family members
sex, male, female
pay phone
coins
work
family
information
area code
signature
telephone book
change
initial

PHRASES

Repeat, please
Excuse me?
Speak slowly, please
May I...
I'm sorry...
Please print.
Tell me about...
"dial direct"

PREPOSITIONS

in
on
for
after
for
from
to

PRONOUNS

my
your
his/her
this,that

QUESTION WORDS

where
what
how

VERBS

spell
do
live
have
like
call
look
dial
know
to meet
say/said
speak (to)
worked
came

VOCABULARY INVENTORY

Food

ADJECTIVES

cheap(er)(est)
better/best
(most)(more)expensive
delicious
good

ADVERBS

very
too
enough

MODAL

should

NOUNS

food
breakfast
lunch
dinner
supper
store
loaf
cafeteria
menu
order
recipe
ingredients
unit price
(a) pound
cook
bunch
heads of lettuce
dairy product
milk
aisle
shelf
prices
fruit
vegetable
beverage
anything
bottom/top
produce
generics
restaurant
fast food

PHRASES

"I'd like..."
"I'll have..."
"not bad"
your order
on sale

PREPOSITIONS

R for
at
of
R to

VERBS

R like
going to eat
need/want
take
cost
cook/make
go to
shop at
ate
fried
baked
boiled
check out
buy/bought

VOCABULARY INVENTORY

Health

AIII

ADJECTIVES

wrong
dizzy
healthy
conscious/unconscious
health
sorry
better

ADVERBS

every day
soon
a lot of
a little
a few

CONJUNCTION

because

MODALS

can
R should
must
would like to

NOUNS

hurt
the matter
sleep
emergency room
clinic
aspirin
check up
doctor
appointment
absent
sick
police
door
phone book
(feet and other body parts)
home
fever
pills
(the) pain
trouble

NOUNS

accident
bottle
emergency
warning
poison
Medicaid
insurance
thermometer

PHRASES

keep out of reach
How often
every four hours
first aid kit

PREPOSITIONS

R to
with
R at
R in

VERBS

R does
R have
walking
see
wash
take
give
exercise
R like
help
send
R eat
was
went
stayed
R call
open
look
worried
cut
is choking
feel
break
cry
start
began
to finish
to hear
breathing
bleeding

VOCABULARY INVENTORY

Transportation

ADJECTIVES

red
yellow
green
safer
exact (change)

ADVERBS

R here/there

CONJUNCTIONS

and
or

NOUNS

school
bus
car
fare
one way
round trip
train
moped
motorcycle
block
corner
street
lake
the light
change
transfer
map
direction
schedule
sign
driver's license
bicycle
train
airplane
reservations
arrival
departure
flight
gate

PHRASE

R How often
there are/there is

PREPOSITION

between

PREPOSITIONAL PHRASES

across from/next to
on/at the corner of
on the left/right

VERBS

R come
R (to) take
drive
going to
arrive
repeat
R say
R go
leaves
R walk
turn
cross (at)
R tell
meant

VOCABULARY INVENTORY

Housing

ADJECTIVE

electrical

ADVERBS

always
sometimes
never
usually

MODAL

R can

NOUNS

garage
den
family room
living room
dining room
kitchen
bedroom
bathroom
plumbing
wiring (electrical)
outlet
cord
appliances
gas/electric
fuse box
(furniture)
utilities
apartment
townhouse
duplex
house
trailer house (mobile home)
floor
windows
back yard
front yard
hall
basement

NOUNS

neighborhood
wall
ceiling
repairman
maintenance
water
sewage/garbage
deposit, lease
repairs
plug
pets
o.k.
faucet
plumber

PHRASES

Will you...
Please...
If I have...
would rather...

PREPOSITIONS

R in
R on
under
above
R between
R for
near
R next
R to
R across
R from

VERBS

rent
am/is/are
R do
include(d)
R call
R take
sweep
wash
scrub/mop
dust
wipe
to pay
prefer
rent
is leaking/leaks
to turn down
allowed
share
vacuum
furnished

VOCABULARY INVENTORY

Clothing

AIII

ADJECTIVES

(colors)
big/small
R cheap/expensive
polyster
cotton
wool
pretty
nice
new/old
tight/loose
washable

ADVERBS

R too
only
separately

CONJUNCTION

R or

MODALS

R can
R should

NOUNS

washer/dryer
(names
of bleach and
detergent)
refund
(clothing items)
receipt
ironing
dry clean
the print
interview
patterns :
(stripes, plaids,
polka-dot, checks
label
thrift store
discount

PRONOUNS

him
R her
them
myself
it
these/those
me

VERBS

is wearing
describe
did
bought
(am looking for)
help
R wash
R like
handwash
separate

VOCABULARY INVENTORY

Employment

ADJECTIVES

full time
part time
temporary
lazy
any

ARTICLES

a/an

ADVERBS

outside
inside
alone
R every day

CONJUNCTIONS

because
R and
but

MODALS

R can
R should
will

NOUNS

employer
employee
garage
mechanic
salary
experience
job
raise
late/early
on time
appointment
interview
interviewer
smoke
wages
benefits
salary
applicant
resume
references
minimum wage
over time

NOUN PHRASES

"kind of work"

PREPOSITIONS

R in
R to
before

PRONOUN

R your

VERBS

smoke
changes
sweeps
cleans
types, etc.
used
plan
to find
hope
get
replaces
hire
fire
worked
Let's
R call
look at
R says
laid off

VERB PHRASES

like + to + work
want to be
want to work
"did you do"
R am looking for
bring me
go and get

VOCABULARY INVENTORY

Services

ADVERBS

some
R only
yet
already

CONJUNCTION

if

NOUNS

library card
machine
money order
money
stamps
books
package
library
information
schools
air mail
post office
change
(a fine)
joint account
individual account
surface mail
1st-4th class
library rate
parcel post
ounce
pound
express mail
registered letter
special delivery
employment office
social services

PREPOSITIONS

R to
about
R from

VERBS

lend
R use
put in
choose
R cost
send
find
mailed
returned
R opened
R buy
endorse
R get
borrow

VERB PHRASES

fill out
check out

VOCABULARY INVENTORY

Personal ID and Family

ADJECTIVES

first
middle
last
married
single
divorced
widowed
numbers
small
large

ARTICLES

a/an/the

NOUNS

name
children
apartment
address
wife
husband
mother
father
son
daughter
sister
brother
height
weight
(names of students' countries)

PREPOSITIONS

from
in
to

PRONOUNS

this/that
these/those
my
your
his/hers
I
you
he/she/it
we
you (pl.)
they

QUESTION WORDS

Who
What
Where
When
How

VERBS

am/is/are
repeat
spell
do
live
have
meet

VOCABULARY INVENTORY

Time and Weather

ADJECTIVES

rainy
sunny
snowy
cloudy
windy
nice
hot
cold
warm
cool
last
next

CONTRACTIONS

It's
What's

NOUNS

time
date
today
yesterday
tomorrow
umbrella
raincoat
weather
fall
winter
summer
spring
(days of the week)
(months of the year)
o'clock
minute
hour
day
week
month
year
morning
noon
afternoon
evening
night
breakfast
lunch
dinner
temperature
degree (F/C)

PREPOSITIONS

at
before
after

VERBS

get up
wake up
eat
drink
wash
brush
go
come
watch
read
write
study
go to
sleep
take
wear

PHRASES

quarter after/past/to

VOCABULARY INVENTORY

Clothing

ADJECTIVES

big
R small
R (ordinal numbers)
O.K.
nice
pretty
cheap
expensive
each
(colors)

ARTICLES

R the, a, an

ADVERB

not

NOUNS

blouse
dress
skirt
shoes
socks
stockings (hose)
pants
shirt
coat
jacket
slippers
sandals
boots
scarf
hat
gloves
mittens
belt
purse (pocketbook)
underwear
jewelry
aisle
floor
size
department
clearance
sale

PRONOUN

each

VERBS

R do
is wearing
like
looks
buy
reduced

VOCABULARY INVENTORY

Housing

ADJECTIVES

old
new
R big
clean
dirty
quiet

NOUNS

kitchen
table
chairs
sink
refrigerator
stove
oven
cabinets
dining room
living room
couch/sofa
arm chair
coffee table
bookcase
television
rug/carpet
curtain/drapes
bedroom
bed
table
lamp
dresser

NOUNS

bathroom
sink
shower
faucet
waste basket
toilet
towel bar
medicine cabinet
apartment
dishes
vacancy
apartment
house
building
plumber
landlord
floor
ceiling
walls

PHRASE

Will you
for sale

PREPOSITIONS

R in
for
next
to

PRONOUN

me

VERBS

R live
means
needs/wants
clean
wash

Vocabulary Inventory

Food

ADJECTIVES

- each
- some/any

CONJUNCTION

- but

NOUNS

- Dairy Products
  - milk
  - cheese
  - butter
  - ice cream
- Meat
  - turkey
  - chicken
  - beef
  - fish
  - shrimp
- Fruit
  - apple
  - pear
  - orange
  - banana
  - grape
  - coconut
  - mango
  - pineapple
  - watermelon

NOUNS

- Vegetables
  - potato
  - sweet potato
  - tomato
  - lemon
  - bamboo
  - carrot
  - cucumber
  - bean sprout
  - onion
  - garlic
  - ginger
- bread
- cake
- cookies
- rice
- cereal
- soft drinks
- water
- tea
- coffee
- sugar
- salt
- pepper
- vinegar
- box
- bag
- can
- sack
- pound (lb.)
- ounce (oz.)
- loaf
- dozen

PHRASE

- How much

VERBS

- going to
- cost
- say
- R eat
- ate

VOCABULARY INVENTORY

Health

ADJECTIVES

sore
sorry

ADVERBS

too bad
too much

CONJUNCTION

because
and/or

IMPERATIVES

show me
point to

MODAL

should

NOUNS

head
face
ear(s)
nose
eye(s)
mouth
chin
throat
neck
shoulder(s)
back
chest
arm(s)
finger(s)
hand(s)
stomach
hips(s)
leg(s)
thigh(s)
knee(s)
elbow(s)
ankle(s)
foot/feet
toe(s)
toothache
stomachache
backache
aspirin
cough syrup
toothpaste
stick
hurt

PREPOSITIONS

of

PRONOUNS

R your
R my
R his
R her
R its
our
their

VERBS

R sleep
hear
exercise
R have
take
R go to
get
call
open
was

PHRASE

What's the matter?

VOCABULARY INVENTORY

Transportation

BI

ADJECTIVES

late
early
R red
R green
R yellow

ADVERBS

fast(er)
slow(ly)(er)
how

NOUNS

bus
taxi
car
train
motorcycle
bicycle (bike)
fare
transfer
school
home/house
bus stop
movie theatre
drugstore
grocery store
department store
shopping center
court
stop light
stop sign
"don't walk"
"walk"
yield
school crossing
railroad
crossing
corner
street
road
avenue
circle

PHRASES

"Don't walk"
"Walk"
How many
How much

PREPOSITIONS

on
R at
R to
between
on/at the corner of
R next to
across from
by

VERBS

R go
stop
R come
R means
walk

VOCABULARY INVENTORY

Employment

ADJECTIVE

alone

ADVERB

R not

MODAL

can

NOUNS

(students' former occupations)
(students' present occupations)
(places of above occupations, i.e.: hotel, store, etc.)
(tools associated with above occupations)

PREPOSITIONS

R in
with
R to

PRONOUNS

R I
R you
R he/she/it

QUESTION WORD

R Who

VERBS

R need
R is
do
help
did
worked
was
R like to do/did

VOCABULARY INVENTORY

Post Office

MODAL

will

NOUNS

stamp
envelope
postcard
aerogram
money order
first class
fourth class
library rate
change-of-address card
package
box

PHRASE

How many
How much
How long

PREPOSITION

R on

PRONOUN

R me

QUESTION WORD

R When

VERBS

R do
R need
arrive
to send
give
R have
going to go
want to
R cost

VOCABULARY INVENTORY

Family and Personal ID

ADJECTIVES

older(est)
(numbers)
fine
next

ADVERBS

no
yes

CONJUNCTION

and

MODAL

would

NOUNS

initial
name
neighborhood
family
(family relationship terms)
houses
drug store, etc.
child

PREPOSITIONS

about
on

PREPOSITIONAL PHRASES

(down the/up the street)

PRONOUNS

this/that
I/you/he, she, it
we/you/they
your/his/her

QUESTION WORDS

what
where
how

VERBS

am/is/are
do/did
live
tell
have
mean
repeat
like
to meet
spell
said

VOCABULARY INVENTORY

Telephone

ADJECTIVES

a/an
the
busy
first
sorry

ADVERBS

R yes, no
more
now
not
here/there

MODALS

can
may (polite request)
will
should

NOUNS

"wrong number"
time zones
area code
message
home
emergency
911
operator
number
phone book
thank(s) (you)
dinner
house
tonight
rate
person-to-person
collect
yellow pages
long distance operator
information operator

PREPOSITIONS

to
for
at
after

PRONOUNS

R this/that
him/her
me/my

VERBS

speaking
R did
say
R spell
R is
take
be
know
call
R have
to go
come
R am
R do
R are

VOCABULARY INVENTORY

Food

ADJECTIVES

both
either
R a/an/the
first
some/any
many/much
ready

CONJUNCTIONS

then
R and
but
or
either...or
both...and

NOUNS

(fruits)
(vegetables)
(grains)
(dairy products)
store
(fast foods)
sugar
(spices)
cost
head of
pound
gallon
aisle
market

PREPOSITIONS

R to
R after
of
in a
across (from)

MODAL

Would (polite request)

PRONOUNS

R me

QUESTION WORDS

R how
R where

VERBS

please
R like
prefer
need
R are
(cream)
add
does
cost
went
bought
buy
to order
R do
weigh

VERB PHRASE

am going to go

VOCABULARY INVENTORY

Health and Emergencies

ADJECTIVES

R a/an/the
one
sad
happy
better
pain: dull,
sharp,
throb
over-the-counter
sorry

ADVERBS

late
yesterday
early

ADVERBIAL PHRASE

right away

CONJUNCTION

because

IMPERATIVE

Help!

MODALS

R should
R would

NOUNS

medication
(parts of the body)
hurt
toothache
(various illnesses)
doctor
appointment
ambulance
name
fever
fire
accident
corner
capsule/tablet
dentist

PHRASES

What's wrong?
What's the matter?

PROPOSITIONS

R about
R at (the corner of)

PRONOUNS

R my
R your
R this/that

QUESTION WORD

when

VERBS

reach
does
hurt
R is
R have/had
to hear
keep out of
(to) take
see
please
(like to make)
"broke down"
cry
start(ed)
R did
break
fell out
worried
drink
eat

VOCABULARY INVENTORY

Transporatation

ADJECTIVES

- (numbers)
- every

ADVERBS

- again
- also

ARTICLES

- a/the

CONJUNCTIONS

- if/will
- R and

MODAL

- can

NOUNS

- school
- bus
- transfer
- hour
- number
- blocks
- library
- (places)
- direction
- bicycle (bike)
- motorcycle
- automobile
- train
- airplain

PHRASES

- "Be careful"
- "Don't walk"
- "turn right/left"
- "How far"
- "Smoking/non-smoking"
- "by foot"

PREPOSITIONS

- R (to), by
- R in
- R across from
- R on
- R at

PRONOUNS

- R that/this

VERBS

- R do
- R come
- R take
- R transfer
- need
- want
- go
- repeat
- say
- stop
- says
- get off
- R be
- walk
- go
- close

VOCABULARY INVENTORY

Housing

ADJECTIVES

furnished
unfurnished

ADVERBS

R no
near
(how) often
so

ARTICLES

R the/a

MODALS

must
would rather

NOUNS

house
(rooms)
(furniture)
(fixtures)
utilities
repairs
deposit
lease
plumber
electrician
apartment
pets
children
floors
windows
ceiling
walls
landlord/lady

PHRASES

"smell gas"
"one month's rent"

PREPOSITIONS

R for
R to
of

PRONOUNS

R your
R this/that

QUESTION WORD

why

VERBS

describe
R are
included
R do
R have
(to) pay (for)
(to) sign
am looking for
allowed
wash
clean
was/is dripping
was/is leaking
mean
R need
R (to) call(ed)

VOCABULARY INVENTORY

Clothing

ADJECTIVES

big(ger)/small(er)
cold/warm/hot
second
(colors)

ADVERBS

too
very
enough
only

MODALS

may (request)
R should

NOUNS

(articles of clothing)
(patterns: i.e., stripes, plaids, etc.)
department
floor
water
label
dry clean
shoe
fabric
material, cloth
thrift store
price
lay-away

PHRASE

"on sale"

POSSESSIVE NOUNS

children's
men's
women's

PREPOSITIONS

R for
R in
R on

PRONOUNS

R your
yours
R it
R my

VERBS

is wearing
like
am looking for
R need
wash
R says

VOCABULARY INVENTORY

Employment

ADJECTIVES

R a/an
full-time
part-time

ADVERBS

outside
inside
alone
more

CONJUNCTION

or

MODAL

could (pass)

NOUNS

(occupations - in own country and at present)
(tools related to above)
boss
(work places)
supervisor
country
work
others
job
"health benefits"
"health insurance"
appointments
interview
"evenings/days only"
job developer
newspaper
information
split shift
day/evening shift
starting time
starting pay

PHRASES

"would rather"
"kind of work"

PREPOSITIONS

R in
R for
with
by
R before

PRONOUNS

R myself
R your
R it

VERBS

R did/do/does
are looking for
R have
worked
use
like working
enjoy working
enjoy doing
R prefer
has
plan
R to be
R want
hope
to find
R says
let's
R call
look
make

VOCABULARY INVENTORY

Services

ADJECTIVES

R a/the
R an
R some

ADVERBS

yet
only

CONJUNCTIONS

if
then

MODALS

R can
R may (request)

NOUNS

money order
machine
stamps
letter
books
package
library
checking account
information
schools
air mail
post office
answer
"return address"
registered letter

PREPOSITIONS

R (to) from
R about
R at

PRONOUNS

R your
R it
R them

QUESTION WORDS

R how (much)
R where

VERBS

fill out
R do
R use
put in
choose
R need
R cost
R does
R (to) send
find
R have
mailed
return
opened
R want
to go
R buy
write
insure

VOCABULARY INVENTORY

Family and Personal ID

BIII

ADJECTIVES

- different
- divorced
- widowed
- married
- separated

ADVERBS

- here

MODAL

- can

NOUNS

- name
- job
- months/years/weeks
- sick
- birthday
- marital status
- dependents
- (family names)
- (application language)
- money
- family life
- (forms of address)
- spouse

PREPOSITIONS

- for
- in
- from

QUESTION WORDS

- where
- what
- how long

VERBS

- do
- born
- was
- have (been)
- lived
- did
- say/said
- have been doing
- did work
- married
- to meet
- pleased
- tell
- earn
- live

VERB PHRASE

- would like

VOCABULARY INVENTORY

Using the Telephone

BII

ADJECTIVES

busy
obscene

ADVERB

now

MODALS

would (polite request)
must be (conclusion)

NOUNS

number
extension
area code
message
good-bye
phone book
information

PHRASES

"all right"
"Don't mention it"
"Thank you"
"wrong number"

PREPOSITIONS

R for
to

PRONOUNS

that/this
him/her

QUESTIONS WORDS

when
R where
why

VERBS

R live
R am/is/are
speaking
R did
R say
repeat
are calling
know
wonder
give
R have
to go
to bother
be talking
disconnect

VERB PHRASES

"call back"
"will be back"
"to hang up"

VOCABULARY INVENTORY

Food

ADJECTIVES

any/some
delicious
much
first, many
cheaper
cold
dirty

ADVERBS

a few
a lot of

CONJUNCTIONS

and
because
than
then

NOUNS

(food items)
(containers)
bag
sack
box
wrapper
can
store
loaf
bread
(quantities)
a pound, ounce
gallons, quarts, pints
bushel
coupons
aisle
shelf
size
dairy products
soup
for
cake
fish sauce
counter
receipt/registers
shopping cart
anything
something
nothing

PHRASES

head of lettuce
bunch of grapes
bunch of bananas
"per pound"

PREPOSITIONS

at
of
R from
on
with

VERBS

want
need
make
cook
shop
R am/is/are
(recipe verbs)
chop
cut
mix
add
grate
ground

SURVIVAL COMPETENCIES

Food

BY THE END OF THE INSTRUCTIONAL PERIOD, STUDENTS' ACHIEVEMENT WILL HAVE BEEN MEASURED BY THEIR ABILITY TO PERFORM THE FOLLOWING TASKS, USING THE LANGUAGE TAUGHT:

—Given a list of food items, students will be able to categorize them as produce, meat, dairy products, canned goods, baked goods, and paper goods.

—Given a newspaper food ad, students will be able to ask and answer questions about the items and their prices.

—Given two newspaper food ads and a shopping list including ad items, students will be able to compare the ads to their lists to determine where they will shop. They must defend their answers.

—Given a food label to read, students will be able to report to the class on the weight or quantity of the item.

—Given two samples of the same item, but differing in brand, quantity, and price, students will be able to report to the class which product gives them more for their money.

—Given a diagram of where items are located in a supermarket and/or on a shelf, students will be able to ask and answer questions about where various items are found.

—Students will be able to give a compliment regarding food.

—Students will be able to exchange recipes orally.

LEVEL B-III

Health and Emergencies

FUNCTION	EXAMPLE	STRUCTURE	RELATED ITEMS
Express/inquire about pain	My head hurts. I have a toothache. I don't feel good. My son is choking. What's the matter? He broke his foot.	Verbs: present tense past tense	Parts of the body Illnesses Symptoms
Ask and answer requests for information	What's the matter? I have a headache. Have you ever had the measles? How long has your foot been hurting?	Verbs: present perfect present perfect continuous	Childhood diseases Medical forms
Report information causally related	How did you break your arm? I fell out of a tree. I can't come because my car broke down. She is sick because she ate too many cookies.	Verbs: past tense sequence of tense Adverbials of cause: because + clause	
Report information chronologically related	She became sick after she ate too too many cookies. He wasn't feeling well until he took the medicine.	Verbs: past tense past continuous sequence of tense Adverbials of time	
Express fear/worry	I'm worred about my headaches.		
Express/inquire whether someone is obliged to do something	How many times a day do I have to take this? I must take these pills every 4 hours. How often do I take these pills? Take one every 4 hours.	Modal: must	Medicine bottle labels
Warn others to take care or to refrain from doing something	Don't drive while taking these pills.	While, when	Medicine bottle labels

Advise others to do something	Take these pills until the fever goes down. You should brush 3 times a day. You should see an internist. If the fever doesn't go down, call me.	Imperative Modal: should Conditional—real present	Health habits Medical Specialists
Suggest a course of action	If my child swallowed poison, I would call the poison control center.	Conditional—unreal present	Warning labels Emergency situations

VOCABULARY INVENTORY

Health and Emergencies

BIII

ADJECTIVES

good
R many
one
sore
childproof

ADVERBS

ever
too
well
every
internally
externally

CONJUNCTIONS

R because
while
if

MODALS

R can
R must
should

NOUNS

(parts of the body)
(illnesses)
(symptoms)
matter
(childhood diseases)
sick
medicine
time
day
pills
hours
fever
(medical specialists)
poison
poison control center
bottles
immunication
injection
rash
liquid
allergy
capsules
tablet

PHRASES

"how often"
"how long"

PREPOSITIONS

of
about
after
until

PRONOUNS

my
R his/her
me
this/these
that/those

VERBS

hurt
have
do feel
is choking
broke (down)
have had
"has been hurting"
did break
fell out
come
R am/is/are
ate
became
was feeling
took
am worried
do haVe
to take
don't drive
goes down
brush
see
(would) call
swallowed
ache
sprain

VOCABULARY INVENTORY

Transportation

ADJECTIVES

every
two
fast
slow
near

ADVERBS

carefully
so
there

CONJUNCTIONS

R then
R while
R if
R and

MODALS

R can
R must

NOUNS

(traffic signs)
(geographic directions)
bus stop
buses
minutes
hour
blocks
school
(place locations)
end
sign
speed limit
"mph"
taxi
airplane
train
trip
travel agent
vacation
map
schedule

PREPOSITIONS

R at
by
onto
R of
R in
before

PRONOUNS

it
me

QUESTION WORDS

R where
R what
R when

VERBS

R fell
cross
drive
R want
to be (at)
R take
arrive
to get
R need
to leave
to go to
was turning
hit
is located
to go
R says
look
cross
drive

VERB PHRASES

"Be careful"
How often...

VOCABULARY INVENTORY

Housing

BIII

ADJECTIVES

ready
R near

ARTICLES

a/an

ADVERB

R there

CONJUNCTIONS

unless
R if

MODALS

R can
R must
might

NOUNS

(want ad terms and abbreviations)
apartment
available
landlord/lady
security deposit
rent
first
month
real estate agent
(30 days notice)
bus stop
house
car
(credit reference)
wrong
(lease terms)
(house terms)
manager
plumber
something
available
tenant

PREPOSITIONS

R on
R of
R with

PRONOUNS

R it
R your
R my

QUESTION WORD

R when

VERBS

R did
R say/said
was taken
R has
R see
to pay
R have
R give
increase
R do know
afford
will need
to find
buys
R have
send

VERB PHRASES

do require
(does) "stand for"

VOCABULARY INVENTORY

Clothing

ADJECTIVES

better
easy
seasonal
(colors)

CONJUNCTION

R if

NOUNS

(clothing items)
(patterns)
(clothing care labels)
clothes
clearance
catalogue
label
pattern

PHRASES

"to care for"
R "all right"
R on sale
for sale

PRONOUNS

R it

VERBS

R were
wear
R buy
prefer

VOCABULARY INVENTORY

Employment

BIII

ADJECTIVES

full-time
part-time
good
better
necessary
all
R any
young/old
neatly
another

ARTICLES

R a/an/the

CONJUNCTIONS

but
R if
as
R than

MODALS

R should
R can
* (pm) may have
(pm) could have
(pm) should have
(pm) must have
(pm) might

*past modal

NOUNS

application form
student
interviewer
CETA program
name
interview
job
pay
VEC
forms
manager
information
health insurance
benefits
office work
clerical job
experience
salary
months/year
state
anything
employment office

PRONOUNS

R my
R it
they
R he/she

PHRASES

"not at all"
"would rather"
"how much"
"driver's license"

PREPOSITIONS

R in
R with
after
under
R for
R to
R at

QUESTION WORDS

R why
R what
R when
R where

VERBS

R worked
moved
is smiling
know
R to talk
R pay
gotten
had

VERBS

R have/had
am experienced
have been studying
dressed
smoked
am interested
R to have
to complete
would like
R take
do plan
do mind
to hire
is possible
was (needed)
R wanted
R tell
R to get
type(ing)
finish
work
R find (to look)
R said

VERB PHRASES

saw (advertised)
are going to apply
"used to work"

VOCABULARY INVENTORY

Services

ADJECTIVE

certain
certified
registered

ADVERB

R here

CONJUNCTION

if

NOUNS

check
information
schools
checking account
costs
stamps
ID
interest
savings account
bank
name
encyclopedia
card catalog
fines
late charges
postage due

PREPOSITIONS

R with
about
R in
R on
R under
until
R to

QUESTION WORD

R where

VERBS

R want
R to know
cash
R find
to open
did remember
R to buy
did forget
to sign
have forgotten
believe
receive
R pays/paid
sign
check
look
had known
would have signed

BIV

I. Forms/Insurance: Vocabulary Inventory

BIV

NOUNS

spouse
dependents
residence
driver's license
chauffer's license
marriage license
birth certificate
application
credit
unemployment insurance
car/life/fire/home/rental insurance
group policy
family coverage
individual policy/coverage
benefits

VERBS

getting/got married
obtain
register

SURVIVAL COMPETENCIES

I. Forms/Insurance

BY THE END OF THE INSTRUCTIONAL PERIOD, STUDENTS' ACHIEVEMENT WILL HAVE BEEN MEASURED BY THEIR ABILITY TO PERFORM THE FOLLOWING TASKS, USING THE LANGUAGE TAUGHT:

A. Students will discuss when and where personal identification information is needed:

1. Driver's license application
2. Marriage license
3. Registration forms for schooling
4. Application for checking/savings account
5. Job applications
6. Housing application
7. Credit application
8. Welfare/Social Security applications
9. Life insurance contract

B. Students will fill out three of the above forms that are/may be applicable to them.

Level B-IV

(Review)

STRUCTURES	EXAMPLES
Simple Present Verbs +, -, ?	I am here. (irregular) I cry every day. (regular)
Simple Past Verbs +, -, ?	I was home. (irregular) He cried last night. (regular)
Simple Future Verbs +, -, ? (Future with Will)	She is going tomorrow. They will see her next week.
Indefinite Pronouns	We have a lot of money. They have few friends.
Questions with Who, What, Where	Who is the teacher? What are we doing? Where is she going?
Phrasal Verbs (Separable/Inseparable)	She's picking up her book. (Separable) We're waiting for you. (Inseparable)

II. Banking and Finances: Vocabulary Inventory

NOUNS

interest
safety deposit box
overdrawn
credit union
balance
loan
mortgage
collateral
balance sheet
budgeting

VERBS

endorse

IDIOMS

"in the black"
"in the red"
"a red cent"

PHRASES

savings and loan
take out a loan

SURVIVAL COMPETENCIES

II. Banking and Finances

BY THE END OF THE INSTRUCTIONAL PERIOD, STUDENTS' ACHIEVEMENT WILL HAVE BEEN MEASURED BY THEIR ABILITY TO PERFORM THE FOLLOWING TASKS, USING THE LANGUAGE TAUGHT:

A. Students will fill out forms to open various accounts.

B. Students will name five services a bank offers.

C. Students will ask minimum/maximum balance/interest rates.

D. Students will discuss mortgages and various loan types.

E. Students will fill out application for personal/car/educational loan.

LEVEL BIV + II

(Review)

STRUCTURES	EXAMPLES
Present Perfect (regular/irregular) +, -, ?	He has washed the windows. (regular) She has broken the window. (irregular)
Present Pefect (with "for"/"since") +, -, ?	We have walked for a long time. They have travelled since last week.
Present Perfect (with "yet"/"already"/"just")+,-,?	I have already reported it. You haven't seen him yet? He has just come in the house.
Adverbs of Frequency	He sometimes comes early. (usually, always, never, seldom)

III. Housing and Utilities: Vocabulary Inventory

NOUNS

condominiums (condos)
mobile home
townhouse
garden apartment
efficiency
high rise
security deposit
lease
utilities (water, gas, electricity)
sewage/garbage
plumbing
drain
pipe
theft
fire
maintenance
vacate notice

VERBS

sublet
stopped up
cracked
broken
hook up
disconnect

SURVIVAL COMPETENCIES

III. Housing and Utilities

BY THE END OF THE INSTRUCTIONAL PERIOD, STUDENTS' ACHIEVEMENT WILL HAVE BEEN MEASURED BY THEIR ABILITY TO PERFORM THE FOLLOWING TASKS, USING THE LANGUAGE TAUGHT:

A. Students will differentiate different types of housing.

B. Students will discuss tenant/landlord rules, laws and responsibilities.

C. Students will discuss terms of their present leases.

D. Students will discuss maintenance problems and ask for correct maintenance help.

E. Students will ask for utility hook-up and disconnection.

F. Students will write 30 day vacate notice.

G. Students will read and interpret rental ads.

H. Students will fill out change-of-address cards.

LEVEL B-IV

LEVEL BIV + III

(Review)	STRUCTURES	EXAMPLES
	Adverbs of Manner	She types well. (badly, quickly, slowly, carefully, beautifully)
	Object Pronouns	He's giving me the book. She's bring it to them.
	Past Continuous +, -, ?	We were sleeping when the bell rang.
	Present Perfect Continuous +, -, ?	He has been spending a lot of her money lately.
	Present Perfect Continuous +, -, ? (with "for"/"since")	I've been reading French since 1980. She's been dating him for six months.

IV. American Leisure Time and Social Customs: Vocabulary Inventory

NOUNS

leisure time
recreation
sports
hobbies
movies
entertainment
music
cultural event
ballet
symphony
vacation
party
customs
holidays

VERBS

dancing

SURVIVAL COMPETENCIES

IV. American Leisure Time and Social Customs

BY THE END OF THE INSTRUCTIONAL PERIOD, STUDENTS' ACHIEVEMENT WILL HAVE BEEN MEASURED BY THEIR ABILITY TO PERFORM THE FOLLOWING TASK, USING THE LANGUAGE TAUGHT:

A. Students will discuss major American holidays and customs related thereto.

B. Students will compare leisure time activities in the USA vs. their countries.

C. Students will list local recreational/entertainment activities.

D. Students will use the local papers to select entertainment events within their budget and interest.

E. Students will comment on a recreational/cultural event they've attended.

F. Students will discuss marriage/birth/death customs in America and their countries.

G. Students will practice social openers in casual/formal conversation.

LEVEL BIV + IV

STRUCTURES	EXAMPLES
Verb + Gerund +, -, ?	They hate working late. She avoids doing homework.
First Conditional	If it's sunny, I'll go to the beach. I'll go the the beach if it's sunny
	She'll die unless we hurry. Unless we hurry, she'll die.
Relative Clause (with "whose"/"where")	I know a girl whose job is boring. The apartment where I live is shabby.

V. Information and Social Service: Vocabulary Inventory BIV

NOUNS

consumer
advertisements
billboards
broadcasts
commercials
bulletin board
poster
phone directory
legal aid
branch library
WIC (Women, Infant, and Children)
VEC (Virginia Employment Commission)
INS (Immigration and Naturalization Service)

SURVIVAL COMPENTENCIES

V. Informational and Social Services

BY THE END OF THE INSTRUCTIONAL PERIOD, STUDENTS' ACHIEVEMENT WILL HAVE BEEN MEASURED BY THEIR ABILITY TO PERFORM THE FOLLOWING TASKS, USING THE LANGUAGE TAUGHT:

A. Students will utilize the following for information on various topics:

   1. post office
   2. library
   3. newspapers/bulletin boards/advertisements/billboards/phone directories
   4. police department
   5. legal aid society
   6. radio and television broadcasts
   7. Immigration and Naturalization Service (INS)

Level BIV

STRUCTURES	EXAMPLES
Noun clauses	We don't know who's going to win. Can you see what time the bank opens?
Will be able to/was able to	John and his friends are able to come. John was able to break the window. His friends will be able to come next week.
May/might	It may rain tomorrow night. (probability) May I help you? (permission) We might go to the movies tonight.

VI. Consumerism: Vocabulary Inventory

NOUNS

Rconsumer
bargain
clearance
seasonal
labels
brands
discounts
discount store
chain store
co-op
supermarket
ethnic store
refund
sales receipt
coupons
complaint
customer service department
samples

NOUN PHRASES

on sale
for sale
comparison shop

VERBS

complain
exchange

VI. Consumerism

BY THE END OF THE INSTRUCTIONAL PERIOD, STUDENTS' ACHIEVEMENT WILL HAVE BEEN MEASURED BY THEIR ABILITY TO PERFORM THE FOLLOWING TASKS, USING THE LANGUAGE TAUGHT:

A. Students will differentiate different types of stores:

  1. department store, chain store, thrift store, second hand shop, etc.
  2. supermarket, co-op, grocery store, convenience store, ethnic market, etc.
  3. auto, hardware, other speciality stores

B. Students will ask for exchange/refund/credit slip.

C. Students will bargain shop using name vs. house brands.

D. Students will define standard wieghts and measures.

E. Students will comparison shop through using ads.

STRUCTURES	EXAMPLES
Linking Verbs	It looks good. It looks like a summer day.
As if/As though	It looks as if we can't go. We feel as though we're in another city.
Will have to/had to	He has to go. He had to see her. We will have to pay him.

LEVEL BIV + VI

VII. American Laws and Government: Vocabulary Inventory

NOUNS

Democrat
Republican
Independent
Conservative
Liberal
executive (branch)
legislative (branch)
judicial (branch)
democracy
communism
congressman/woman
senator
representative
politics
budget
recession
inflation
deficient spending
citizen
procedure

NOUNS

Constitution
cabinet
Pentagon
Congress
Supreme Court

NOUN PHRASES

two party system
separation of powers
Bill of Rights

IDIOM

"the Hill"

VERB

elect

Survival Competencies

VII. American Laws and Government

BY THE END OF THE INSTRUCTIONAL PERIOD, STUDENTS' ACHIEVEMENT WILL HAVE BEEN MEASURED BY THIER ABILITY TO PERFOM THE FOLLOWING TASKS, USING THE LANGUAGE TAUGHT:

A. Students will discuss American citizens' freedoms/rights/responsibilities.

B. Students will explain separation of powers.

C. Students will list duties of executive, judicial and legislative branches.

D. Students will discuss the two-party system.

E. Students will describe citizen participation in government.

F. Students will discuss inflation/recession.

G. Students will discuss advantages of democracy vs. communism.

H. Students will discuss procedures for becoming a permanent resident/citizen.

I. Students will discuss and differentiate local, state and federal governmental duties.

LEVEL BIV + VII

STRUCTURES	EXAMPLES
Verb + object + infinitive ("to")	I wanted him to marry me.
Would rather/supposed to	I'd rather go roller skating than bowling. Would you rather cry or laugh? He's supposed to call me today.
Second Conditional	If he tried, he would win the race. If I had money, I could buy a new car.

VIII. Measurements/Grading/Test-taking Skills: Vocabulary Inventory BIV

ADJECTIVES

multiple choice
true-false
fill-in-the-blank
cloze
proficiency

NOUNS

Fahrenheit
Centigrade
metric
English measure
pound (lb.)
ounce (oz.)
milligram
gram
kilogram
liter
roman numerals
decimals
commas
main idea
essay
inference
evaluation

NOUN PHRASES

computer answer sheet
placment testing
American grading scale

SURVIVAL COMPETENCIES

VIII. Measurements/Grading/Test-taking Skills

BY THE END OF THE INSTRUCTIONAL PERIOD, STUDENTS' ACHIEVEMENT WILL HAVE BEEN MEASURED BY THIER ABILITY TO PERFORM THE FOLLOWING TASKS, USING THE LANGUAGE TAUGHT:

A. Students will read degress in Fahrenheit and Centrigrade from various charts and thermometers.

B. Students will discuss and interpret English numbers vs. metric scales.

C. Students will write Roman numerals and translate them into English numbers.

D. Students will use standard weights and measures correctly.

E. Students will successfully complete different types of tests:

1. multiple choice, true false, fill-in-the-blank
2. essay, short answer
3. computer answer sheets, circle/underline/check, "x"
4. main idea

F. Students will utilize college terminology.

LEVEL BIV + VIII

STRUCTURES	EXAMPLES
So + adjective/such + noun	This ice is so cold (that) I can't hold it. It was such a hot day (that) I fainted.
Reflexive Pronouns	I asked myself why I did it. (yourself, him/her/itself, our/your/themselves)
Gerunds (be/get used to)	I'm not used to seeing you like this. She'll get used to living in New York.
(after prepositions)	I'm tired of working here.
(Verb+object+gerund)	She took a beating before hitting back.
(after + gerund)	She went to the store after leaving school.
(for/by/without/while + gerund)	He found the girl by looking in her bedroom

IX. Cross-cultural Communication and Stereotypes: Vocabulary Inventory

ADJECTIVES

racial
ethnic

NOUNS

stereotype
language
influence
rights
minority
prejudice
refugee
immigrant
discrimination
attitude
advantages

SURVIVAL COMPETENCIES

IX. Cross-cultural Communication and Stereotypes

BY THE END OF THE INSTRUCTIONAL PERIOD, STUDENTS' ACHIEVEMENT WILL HAVE BEEN MEASURED BY THEIR ABILITY TO PERFORM THE FOLLOWING TASKS, USING THE LANGUAGE TAUGHT:

A. Students will list examples of cross-cultural influence:

   1. Language and food
   2. music, dance, art
   3. sports, games, etc.

B. Students will discuss influences and rights of minority groups.

C. Students will define and discuss discrimination.

D. Students will discuss racial/ethnic stereotypes.

E. Students will discuss difficulties/advantages in living in the American culture.

LEVEL BIV + IX

STRUCTURES	EXAMPLES
Past Perfect +, -, ?	After he had stolen the money, he ran out the door. When she had gotten paid, she drove to the bank.
Wish/if only	I wish you'd stop that. If only he still loved me.
Have/got something done	I had my hair curled. I had Suzie curl my hair. She got the house painted. She got me to paint the house.

X. Buying Practices: Credit and Cash
Vocabuarly Inventory

ADJECTIVE

incorrect

NOUNS

advantage
disadvantage
credit
discrepancy
VISA
MASTER CARD
AMERICAN EXPRESS

NOUN PHRASES

credit card
interest rate
credit application
credit references
gross income
net income
service charge
installment payment
finance charge
billing error
credit statements

VERB PHRASE

compounded monthly/annually

SURVIVAL COMPETENCIES

X. Buying Practices: Credit and Cash

BY THE END OF THE INSTRUCTIONAL PERIOD, STUDENTS' ACHIEVEMENT WILL HAVE BEEN MEASURED BY THEIR ABILITY TO PERFORM THE FOLLOWING TASKS, USING THE LANGUAGE TAUGHT:

A. Students will discuss the advantages/disadvantages of buying with cash.

B. Students will discuss the advantages/disadvantages of buying on credit.

C. Students will complete sample credit application.

D. Students will compute finance charges for a major purchase.

E. Students will dispute discrepancies on an incorrect bill by writing a letter or calling on the phone.

F. Students will obtain three credit references.

Level BIV

LEVEL BIV + X

STRUCTURES	EXAMPLES
Antonyms	She's good. (bad)
	He's smart. (dumb)
	We're sick. (healthy)
Synonyms	I'm fine. (good)
	They're sleepy. (drowsy)
	She's smiling. (grinning)
Verb + object + infinitive (without "to")	She made me do my housework,
	He made me go to school.

XI. Health Needs and Insurance: Vocabulary Inventory

NOUNS

obstetrician
gynecologist
pediatrician
surgeon
internist
prescription
dosage
drugs
Medicaid
Medicare

NOUN PHRASES

medical specialist
family practitioner
eye-ear-nose-throat specialist
over-the-counter
medical history
medical insurance
group insurance
family plan
single coverage
dental care

SURVIVAL COMPETENCIES

XI. Health Needs and Insurance

BY THE END OF THE INSTRUCTIONAL PERIOD, STUDENTS' ACHIEVEMENT WILL HAVE BEEN MEASURED BY THEIR ABILITY TO PERFORM THE FOLLOWING TASKS, USING THE LANGUAGE TAUGHT:

A. Students will ask/answer questions about dosages on a medicine bottle.

B. Students will read and respond to questions about various hospital bill charges.

C. Students will discuss advantages of various health insurance coverages:

    1. group, family, individual

D. Students will read and interpret health insurance terms.

E. Students will name five types of health insurace available to them (Medicaid, Medicare, health insurance as part of job benefits, group/family/individual privately purchased).

F. Students will name several places to call/go for a medical problem.

    1. hospital/emergency room
    2. clinic
    3. private physician
    4. paramedics/fire department

G. Students will name several medical specialists and what their expertise is.

LEVEL BIV + XI

STRUCTURES	EXAMPLES
Reported Speech (statements/imperatives/modals)	He said (that) she was coming tomorrow. (statement) I told Jim (that) I knew his cousin. She told me to open the window. They told her (that) she could win if she was fast.
Verb + Object + Infinitive (without "to")or + participle	We heard him leave (leaving) the office.
Homonyms	I can go through the door. (threw) Can you sew? (so) I am gorgeous. (eye)

XII. Legal Services: Family and Labor Law
Vocabulary Inventory

ADJECTIVES

illegal
legal

NOUNS

lawyer
court
judge
defendent
separation
divorce
annulment
marriage
adoption
guardianship
jail
prison

NOUN PHRASES

legal aide
fair employment practice
job discrimination
child labor laws
minimum wage scales
workmen's compensation
unemployment insurance
blood test
marriage license
parental responsibility
spouse abuse
child abuse

SURVIVAL COMPETENCIES

XII. Legal Services: Family and Labor Law

BY THE END OF THE INSTRUCTIONAL PERIOD, STUDENTS' ACHIEVEMENT WILL HAVE BEEN MEASURED BY THEIR ABILITY TO PERFORM THE FOLLOWING TASKS, USING THE LANGUAGE TAUGHT:

A. Students will locate by address and phone number their local legal aide society.

B. Students will list several services the legal aide society provides.

C. Students will discuss the following:

1. fair employment practices
2. child labor laws
3. minimum wage scale/workmen's compensation/unemployment insurance
4. job discrimination
5. legal requirements for:

    a. marriage/separation/divorce/annulment
    b. parental responsibility, adoption and guardianship

LEVEL BIV + XII

STRUCTURES	EXAMPLES
Reported Speech (Wh- questions)	I asked Dino where he lived. She asked me who had called.
(yes/no questions)	We asked Mary if she could come to see us tomorrow. I asked Jeannette if Carol was coming to work this week.
Passive	The food is cooked at 11 a.m. All the clothing has been taken. I should be given another job.

XII. American Tax Structure: Vocabulary Inventory

NOUNS

- taxes
- W-2
- W-4
- FICA

NOUN PHRASES

- federal withholding
- state withholding
- food tax
- sales tax
- gasoline tax
- local taxes
- social security tax

SURVIVAL COMPETENCIES

XII. American Tax Structure

BY THE END OF THE INSTRUCTIONAL PERIOD, STUDENTS' ACHIEVEMENT WILL HAVE BEEN MEASURED BY THEIR ABILITY TO PERFORM THE FOLLOWING TASKS, USING THE LANGUAGE TAUGHT:

A. Students will explain Federal withholding taxes

1. Students will fill out a W2 form correctly.
2. Students will read and complete the short form/or long form of Federal tax sheet.

B. Students will explain State withholding taxes

1. Students will read and complete short or/regular State tax forms.
2. Students will state local taxes that apply to them (food, sales, gasoline, etc.).

LEVEL BIV + XIII

STRUCTURES	EXAMPLES
Third Conditional +, -, ?	She would have gotten the job if she'd prepared. I wouldn't have fallen if I had watched where I was going.
Perfect Infinitive +, -, ? (should/could/might/must have)	You should have come sooner. I could have explained better. She might have seen you. He must have been thrilled.

XIV. Employment Practice: Vocabulary Inventory

ADJECTIVES

gross
net
realistic
short-term
long-term

NOUNS

paycheck
voucher
deductions
R FICA
applicant
interests
vacation
retirement
strike
contacts
goals

NOUN PHRASES

hourly wage
federal tax
state tax
minimum wage
working conditions
past experience
labor union
work references
marketable job skills
follow-up
social security taxes

SURVIVAL COMPETENCIES

XIV. Employment Practices

BY THE END OF THE INSTRUCTIONAL PERIOD, STUDENTS' ACHIEVEMENT WILL HAVE BEEN MEASURED BY THEIR ABILITY TO PERFORM THE FOLLOWING TASKS, USING THE LANGUAGE TAUGHT:

A. Students will read and explain vocabulary on paycheck stub.

B. Students will suggest to each other places to look for jobs.

C. Students will discuss working conditions they like/dislike.

D. Students will suggest several questions applicants can/should ask in a job interview.

E. Students will list at least 3 types of jobs where their past experiences and interests might be helpful.

F. Students will discuss employer provided benefits.

G. Students will establish realistic immediate and long term employment goals.

STRUCTURES	EXAMPLES
Future Perfect +, -, ?	I will have finished my job by July.
Future Continuous +, -, ?	He will be bringing the books tomorrow. We'll be trying to win the jackpot.
Although/inspite of	Although I'm poor, I am happy. I'm happy in spite of being poor.

XV. Resume and Oher Written Forms:
Vocabulary Inventory

NOUNS

- memo
- information
- resume
- format
- note
- letter
- announcement
- complaint
- apology
- inquiry
- request
- invitation
- condolence
- thanks

VERBS

- accumulate
- compile
- organize

NOUN PHRASE

- cover letter

SURVIVAL COMPETENCIES

XV. Resume and Other Written Forms

BY THE END OF THE INSTRUCTIONAL PERIOD, STUDENTS' ACHIEVEMENT WILL HAVE BEEN MEASURED BY THEIR ABILITY TO PERFORM THE FOLLOWING TASKS, USING THE LANGUAGE TAUGHT:

A. Students will accumulate and organize information needed to prepare a resume.

B. Students will select format for resume.

C. Students will write a clear and professional resume.

D. Students will write a post-interview thank you note.

E. Students will make a formal request in writing.

F. Students will write a letter requesting information.

G. Students will write notes of condolence, thanks, apology, excuse.

H. Students will write a letter/note of invitation to a party, wedding or birth announcement.

STRUCTURES	EXAMPLES
Participles (present/past)	He has a boring girlfriend. Looking down, I saw a dollar. She stood on the table screaming at a mouse. We got the divided apple. Having succeeded three times, he felt wonderful.
Connectors (so/too/either/or)	I'm going, so why don't you come too? She's either going to school or getting married.

English as a Second Language Resource Manual

Volume II

This volume is one in a series of four volumes that have brought together materials developed for use in the Intensive English as a Second Language and Cultural Orientation Program in Southeast Asia since 1980. The complete set includes:

English as a Second Language Resource Manual, Volumes I & II

Cultural Orientation Resource Manual, Volumes I & II

CONTRIBUTING AGENCIES

Thailand

- The Consortium:
    Save the Children Federation (SCF)
    The Experiment in International Living (EIL)
    World Education (WE)
- Pragmatics, International

Indonesia

- A consortium of:
    Save the Children Federation (SCF)
    The Experiment in International Living (EIL)

Hong Kong

- Lutheran Immigration and Refugee Service (LIRS)/ American Council for Nationalities Service (ACNS)

Philippines

- International Catholic Migration Commission (ICMC)

Southeast Asia

- Center for Applied Linguistics (CAL)
  Southeast Asia Regional Service Center (SEARSC)
  Manila, Philippines

For further information about this manual, contact:

Center for Applied Linguistics
3520 Prospect Street, N.W.
Washington, D.C. 20007

(800) 424-3701
(202) 298-9292

ESL RESOURCE MANUAL

Volume I

Introduction 4

The ESL Curriculum Development Process 7

ESL Curriculum Guide: A-Level 15

ESL Curriculum Guide: B,C,D Levels 118

Assessment Instruments 301
    Placement Evaluation 302
    ESL Proficiency Test 303

Volume II

General Techniques
    Table of Contents
    Introduction
    General Techniques

Literacy Activities
    Table of Contents
    Introduction
    Literacy Activities

ESL Activities
    Table of Contents
    Introduction
    List of Competencies
    List of Spiraled Competencies
    ESL Activities

Bibliography

INTRODUCTION

This section is composed of descriptions of General Techniques that are used to present the material in the regional curricula. It is not all-inclusive, but representative of techniques used in the region.

For users of the manual new to teaching English as a Second Language, the section gives a beginning repertoire of techniques. For those who have been teaching, a number of the techniques may be familiar. However, the variations of the techniques presented may prompt a slightly different use of those known. In any case, the section should be viewed as a working one, with users encouraged to add, adapt and delete to suit their individual needs.

Center for Applied Linguistics
Southeast Asia Regional Service Center
June 1982

GENERAL TECHNIQUES

Table of Contents

Introduction

General Techniques

- Oral Dialogues
- Disappearing Dialogues
- Line-Gram Dialogues
- Written Dialogues
- Repetition Drills
- Substitution Drills
- Rejoinder Drills
- Chain Drills
- Concentric Circle Drills
- Direction Drills
- Chanting
- Dictation
- Memory Game
- Categories
- Elicitation Using Pictures
- Pass and Switch
- Skits
- Roleplay
- Listening Cloze
- Jigsaw Listening
- Scrambled Words
- Scrambled Sentences
- Scrambled Pictures
- Notes on Techniques and Methods

Oral Dialogues

Purpose

To improve students' speaking and listening skills
To familiarize students with natural utterances and conversational exchanges related to the competencies

Directions

The teacher introduces the characters, frequently two, in the dialogue by using stick-figure drawings or pictures. Then the teacher acts out the dialogue several times, taking both parts and concentrating on presenting the general meaning, pronunciation, rhythm, stress, and intonation of the utterances. Visuals or props can be used to dramatize the dialogue.

The next step is for the students to practice repeating each line of the dialogue. This can be done using the *repetition drills* technique.

After the students can repeat each line accurately, the teachers takes one part of the dialogue, and the whole class the second. After the dialogue is practiced several times, the roles are reversed. Then one-half of the class takes the first part with the other half taking the second. After the dialogue is practiced several times, the roles are again reversed.

Finally in pairs, students practice the dialogue. Both students should practice both roles. At this stage, the teacher can circulate and monitor the students' performance, correcting where necessary.

Variation

- A *substitution drill or disappearing dialogue* can follow.

Notes

Two line dialogues are appropriate for lower level students. Generally dialogues are about six to eight lines long.

Depending on whether or not the students are literate and on whether or not the teacher wishes to emphasize listening comprehension, the dialogue can be written on the board. See *written dialogue* for suggestions as to how writing dialogues can be used.

For several of the competencies there are one or more dialogues showing typical conversations related to the competencies. In some cases dialogues from one competency can be used to continue or expand dialogues for a later competency. For example, dialogues 4 and 5 under competency 1.1 can be added to dialogue 1 under competency 1.3. And in some cases a new optional continuation is provided, as with dialogue 1X under competency 1.2. These continuations can be used at the teacher's discretion, depending upon the ability of the students to handle the additional material.

Disappearing Dialogues

Purpose

To practice a dialogue

Directions

After following the general technique described as *oral dialogues*, the teacher writes the dialogue being practiced on the board and erases every fifth word. A dash is left instead of a word.

Example: Excuse me. Would you like some coffee?
No, thanks. But I would like tea.
The preceding becomes:
Excuse me. Would you ___ some coffee?
No, thanks. ___ I would like tea.

Using the *oral dialogues* technique, i.e., teacher-whole class, half-class to half-class, student-student, the students practice the dialogue.

Next the teacher erases more words, how many depending on the students' ability.

Example: Excuse me. Would you like some coffee?
No, thanks. But I would like tea.
The preceding becomes:
Excuse ___. Would you __ some _____?
No, ____. ___ I ____ like _____.

The *oral dialogues* technique is used again. This time students are supplying more missing words as they say the dialogue.

This process is repeated until there are no words on the board, only dashes and punctuation.

Example:
____ ____. ____ ____ ____ ____ ____?
____, ____. ____ ____ ____ ____ ____.

At this point the students should be able to recite the dialogue completely. This can be done in pairs.

Variation

•As a final step, the students can dictate the dialogue back to the teacher or to a student who fills in the blanks on the board.

Line-Gram Dialogues

Purpose

To introduce or practice a dialogue

Directions

The teacher draws a line-gram on the board representing the lines of the dialogue. Each word is represented by a line; all punctuation is included.

Example: What's your last name?
My last name is Thao.
The preceding becomes:

_____ _____ _____ _____?
_____ _____ _____ _____ _____.

The teacher models the dialogue, following the steps in the *oral dialogues* general technique. In order to help the students with rhythm, stress, and intonation, the teacher uses a pointer to tap out the lines while s/he is modeling them. The teacher can also tap out the lines while the students are repeating.

Variations

As students master the first pairs of lines, more lines can be added and tapped out. The teacher may want to continue to tap out the initial lines in order to keep the students' memories fresh.

Students can also clap or tap out the lines.

Note

The lower the level, the simpler and shorter the line-grams should be, at least initially. As students become more proficient and gain confidence, the complexity and length of the line-grams can be increased.

Written Dialogues

Purpose

To provide practice in reading and writing dialogues

Directions

The teacher first follows the directions for *oral dialogues* and, as a possible additional step, the directions for *disappearing dialogues*. After the students have shown at least a partial oral mastery of the dialogue, then this technique can be used.

The teacher stands at the board and writes after prompting the dialogue with a visual or the first line, exactly what the students dictate to her. If the students make a mistake, the teacher records it on the board exactly as it was said. If anyone catches the mistake, the teacher corrects it. If no one catches it, the teacher points it out and then sees if anyone can correct it. If there are still problems in recognizing and correcting a mistake, then the teacher should prepare a review on the point for presentation at a later time.

Variations

- The students can simply copy the dialogue and then practice the lines as homework. It is better if this is done after there is partial oral mastery of the dialogue.
- The teacher can dictate the dialogue to the students using the *dictation* technique.

Note

This kind of technique should be used only with literate students.

Repetition Drills

Purpose

To improve students' speaking and listening skills by providing practice of new or weak structures and/or vocabulary

Directions

The teacher models an utterance, usually a sentence or a phrase, and the students repeat, first in a large group, then in smaller groups, and finally individually. Pictures can be used to reinforce the utterances.

Example: Teacher/T: I'd like chicken.
Student/S: I'd like chicken.
T: I'd like rice.
S: I'd like rice.
T: I'd like tea.
S: I'd like tea.

Variation

- Longer lines can be broken into segments and be repeated from the end of the line, i.e., backward build up. For example, given the line, "I'd like chicken," the repetition drill can be done as follows:

Example: T : chicken.
S : chicken.
T : like chicken.
S : like chicken.
T : I'd like chicken.
S : I'd like chicken.

Backward build up is especially suited for longer utterances which the students may have difficulty recalling.

Note

This drill is usually done as a prerequisite step to a *substitution drill.*

The segment should be modeled, then practiced with natural sentence intonation.

Substitution Drills

Purpose

To improve students' speaking and listening skills by providing practice of new or weak structures while varying and expanding vocabulary

Directions

The teacher models the first utterance which the students repeat, first in a large group, then in smaller groups and finally individually. This is really a *repetition drill* which serves as an introduction to the substitution drill.

Then the substitute item is given as a cue. This can be done by showing a picture or by saying the word(s) or by doing both. The students then say the entire phrase or sentence, at the same time substituting the new cue in the previously modeled sentence. To continue, the teacher produces the next cue and the students respond with the complete utterance.

Example: I need a blouse.
Cue: "shirt" or a picture of a shirt

I need a shirt.
Cue: "dress" or a picture of a dress
I need a dress.

Variations

- To cue substitutions, cubes with the words (or pictures) to be substituted can be used. One word or picture is placed on each side of the cube. The teacher or a student throws the cube. Whatever comes up is the cue.

- Another device that is used to cue students is a chart containing a series of from six to eight frames. In each frame there is a picture or word to be used as a cue. The pictures/words can be arranged in sequence, if that is appropriate for the drill, or they can be in random order. The students then proceed through the frames one by one. Thus, the teacher is no longer saying the cue.

Note

The item substituted can be any part of the utterance.

Rejoinder Drills

Purpose	To elicit appropriate responses in two-line dialogues
Directions	The teacher says the first line in the two-line dialogue. The student supplies the second line. The appropriate rejoinder can be cued by a word or phrase given orally or written on a card, or by a picture. Example: T: What's the matter? Cue: picture of stomachache S: I have a stomachache. T: What's the matter? Cue: picture of a headache S: I have a headache.
Variation	The teacher can do this with the whole class, parts of the class, or individual students. Students, in pairs, can also use this technique.
Notes	If pictures are used as cues, they should be as clear as possible. No unnecessary details should be included. Pictures can be used to set a scene as well as to cue the rejoinders. This is a good review activity.

Chain Drills

Purpose	To practice asking and answering questions
Directions	The teacher begins the chain by asking one student a question. "What's your last name?" The student answers, and then that student asks another student the same question. The chain continues until all the students have asked and answered the question. Usually the chain goes up and down the rows.
Variations	• Students sit in a circle and the chain goes around the circle. Or students can ask anyone of their choice. • To keep the pace quick and lively, students can toss a beanbag or ball back and forth, first asking the question, then throwing the beanbag or ball to the student they want to answer. • To keep everyone involved, the teacher, can periodically ask questions in the third person singular, e.g., "What's his/her last name?" and request another student to answer.
Note	This activity promotes student involvement and gives the teacher time to monitor student performance.

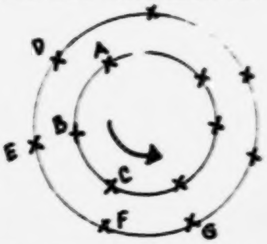
Concentric Circle Drills

Purpose

To provide practice in asking and answering questions

Directions

The teacher directs the students to stand or sit in two concentric cirles so that the students are in pairs facing each other.



The teacher writes one question on the blackboard, a question with which the students have already had some practice. Both students in a pair ask and answer the question of each other. After this, the students in the inner circle move one person to the left. For example, *A* asks and answers first with *D* and next with *E*. *B* is first with *E* and next with *F*, etc.

Each time the inner circle moves, the teacher writes a new question on the board, and each student asks and answers all questions with the new partner.

Variation

- After five or six questions, the teacher may erase one question, starting with the first one, each time a new question is added. This helps the students to question and answer more naturally.

Notes

Students usually become so involved in this activity that they forget to speak in their own language. After 3 or 4 questions, they often begin greeting their new partner in English. The repetition of questions and answers also helps students to polish their answers. The teacher is free to monitor and correct. A lot of peer correction also takes place.

Direction Drills

Purpose

To practice giving and following directions
To improve listening and speaking

Directions

The teacher demonstrates a series of directions while the students watch and listen. The students then follow directions while the teacher gives them. The students then practice saying the directions. A *repetition drill* may be used here. Next the class is divided in half. One half gives the directions, while the other half follows them. The last step is having the class divided into pairs, with each member of the pair practicing giving and following the directions.

The directions may be simple and short.

Example: 1. Close the door.
2. Open the window.

Or they may be longer and involve props and dialogue. As an example, see the ESL activity for Post Office, Competencies 10.2 and 10.3, suggested by the American Council for Nationalities Service/Lutheran Immigration and Refugee Service.

Variations

- A pair of students can give and follow the directions in front of the rest of the class.

- A student can give the directions for the rest of the class to follow.

- If the students are literate, the directions can be written on the board and copied by the students.

Note

It may not be necessary for the students to give the directions, for example, "Fill out this application," or "Sign here." They may only have to follow these directions. In these cases, especially if the level of the students is low, they should not be required to learn how to say them. The above technique should then be adjusted accordingly.

Chanting

Purpose	To practice the rhythm, stress, pronunciation, and intonation of English
Directions	Jazz Chants, a creation of Carolyn Graham, are used in the Intensive ESL/CO programs. The users of this manual are referred to her book Jazz Chants, Rhythms of American English for Students of English as a Second Language (see Bibliography) for a description of jazz chants as well as a discussion of how to use them. Chanting, i.e., repeating over and over, can be used in *repetition, substitution* and *rejoinder drills*. When chanting, attention should be given to keeping normal English rhythm, stress, pronunciation and intonation. While utterances are being chanted, their rhythms and stresses can be tapped out.
Variation	If a student says an utterance with incorrect rhythm and stress, the teacher can tap out the correct ones without saying any words. During the tapping the teacher asks the student to listen carefully. The student then tries to say his/her utterance correctly. Students can also tap out rhythms/stresses for other students.
Note	Chanting is a technique for practicing what is spoken. Sentences that occur only in writing should not be chanted.

Dictation

Purpose

To practice listening, spelling, reading, writing skills

Directions

The teacher reads the dictation through once. The students just listen and don't write.

The teacher rereads the dictation for the students to write. The teacher reads slowly, phrase by phrase. Punctuation can be included. Each phrase can be repeated once during this reading.

The teacher reads it through again. During this reading the students are instructed to try to correct their own copy.

Dictation can be corrected in any of several different ways:

> The teacher can call in the papers. In "correcting" the dictation s/he points out the errors by circling them rather than correcting them. The dictations all returned to the students and they correct them by writing the correction above the circle. Thus, the benefit of the correction lies with the student rather than with the teacher.
>
> Copies of the dictation are handed to the students who correct their own work with the teacher's help.
>
> Students go to the board to write individual sentences or sections of the dictation.
>
> Students are put into pairs or small groups to compare their work. Any of the above can then be done.
>
> Students exchange papers and correct another's dictation. As in the first option, errors can be circled rather than corrected. Papers are returned to the owners with the direction that the owners correct the mistakes. If there is any disagreement as to the errors, the teacher is called in as the immediate mediator.

Variation

- Have all students put their pencils and papers away. No one is to write while the teacher is reading the story. The teacher reads the story three times. The teacher can read slowly, but the intonation should remain the same. After reading the story, the teacher asks students to come forward to write on the board or a sheet of paper all the phrases they can remember. The teacher should first ask the slower students to write the words as they will probably remember key nouns and verbs. Then the faster students can be asked, as they will probably remember more. During this time there should be no pencils or papers on individuals' desks. As a class the students, with the teacher's help if necessary, complete the story. The teacher then asks a few questions from the story.

See 10.2, 10.7 Buy items in the post office, register mail by The Experiment in International Living/Save the Children Federation for an example of this variation

Notes

Dictations can be done on any level, assuming, of course, that the students are literate. The dictation should be at least a couple of sentences but no longer than three paragraphs in length.

Lower level students should be familiar with the language of the dictation. Unknown words and structures can be confusing and frustrating. For higher students it might be useful to include a few unfamiliar words or structures to challenge them.

Memory Game

Purpose	To practice recall of vocabulary or a dialogue relevant to a picture
Directions	The teacher divides the class into two teams of equal size and then shows the entire class a picture for a very short time, about five seconds. No writing is allowed during this time. Next the teacher asks members of each team to recall as many words, phrases, or sentences as possible that are relevant to the picture. At this stage, teams can write down what they remember. Each team earns one point for every correctly recalled utterance. The team with the most points wins.
Variations	•In order to win a point, the team must spell the words in the utterance correctly. •Before showing the picture, the teacher tells the students to find as many words as possible beginning, for example, with the letter *M*, or as many verbs as possible. The team with the most points wins.
Note	This is a good review activity.

Categories

Purpose	To learn vocabulary items by categorizing them
Directions	The teacher take pictures, either magazine cutouts or line drawings and mounts them on cardboard. The pictures should all be relevant to the topic, situation, or competency being studied. Students, individually in pairs, or in small groups, must sort the cards into categories. The student or team who sorts correctly and can identify all the items wins. Example: Cards: furniture and appliances Sort the cards according to which furniture and appliances belong in which room of the house.
Variation	•This technique can be used with realia as well.

Elicitation Using Pictures

Purpose

To elicit student-centered conversations about pictures

Directions

The teacher shows the students a picture and asks them to describe it, perhaps also asking questions about each vocabulary item or situation.

For example,

What is it used for?
Where is it found?
What does it look like?
Who uses it?
How do you use it?
What do you need this for?

Variation

- Questions can be scaled up or down depending on the level of the students. Acceptable responses can be single words, phrases, or complete sentences.

Notes

This technique can be used as an introduction to a topic or lesson, as one way to diagnose how much students are already familiar with the relevant language. It can also be used as a refresher or review activity.

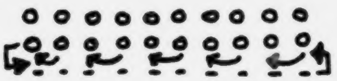
Pass and Switch

Purpose

To practice asking and answering questions based on pictures

Directions

Students are placed in pairs in two lines facing one another.



Each student on one side has a picture. S/he shows his/her picture to his/her partner across the way and asks a question about the picture. The partner gives an answer to the question. When all the pairs are finished, the teacher says, "Pass." Students pass their picture to the next student. The teacher brings the picture from the student on the end to the first student in the line. The process is repeated as many times as desired or until the first picture arrives back to the person it started with.

When the teacher calls "Switch," the students give the cards across to their partners and they change roles asking and answering questions.

Note

See ESL Activity 14.2 Secure Household Repairs, suggested by The Consortium.

Skits

Purpose

To practice language skills through the creation of real-life situations in the classroom

Directions

A skit is a short play. Skits can be created by the students with the help of the teacher or created by the teacher for the students.

In the former case, the class can be divided into groups to work on separate skits or to work on parts of one larger skit. The students are given a situation or series of situations in which to use their English. The students can create and assign roles, develop the dialogue, gather props, and direct the action. The skit is then practiced and presented. While the students are working on the skit, the teacher is circulating, helping where needed. It is recommended that the teacher give a final check before the skit is presented to the rest of the class.

Skits can also be written by the teacher for the class. The teacher selects a focus, e.g. a competency with its accompanying language, and writes a short play. The skit is presented to the class. The culminating activity would be the presentation of the skit by groups of students to the rest of the class.

Note

Generally, the language students use in the skits should have already been introduced and practiced. Especially if the students are going to generate their own skits, they should have some language ready to incorporate in them.

Roleplay

Purpose

To practice speaking and listening skills by creating real-life situations in the classroom

Directions

In the broadest sense a roleplay is when a person assumes a role or part and uses the language and carries out the actions associated with that role. The roleplay may or may not involve props and/or costumes.

Generally students should be familiar with/have practiced the language they are going to use in a roleplay. Students can roleplay using a few lines of dialogue or a complete dialogue they have worked on. Or they can write the dialogues they will use in their roleplays. Examples of roleplays using all of the preceding can be found in the ESL activities section.

Variation

- The following is one variation of roleplay.

The teacher divides the students into small groups or pairs. Each student is given a part to play, a role. This part can be described verbally or can be written on a card.

Example:

Student 1	Student 2
You are the sponsor of a refugee.	You are a refugee. Telephone your sponsor and invite him/her to dinner at your home.

Each group or pair has a few minutes to practice before performing for the whole class. While the groups are practicing, the teacher can circulate and give help where it is required. After the roleplay, the teacher can give individual feedback to each group.

Instead of being assigned roles, each group or pair can develop their roles based on a picture cue. Some examples are a picture of a doctor and patient or of a customer and a salesclerk at a department store.

Listening Cloze

Purpose

To provide practice in listening for selected vocabulary

Directions

The teacher shows a picture to the students and tells them a story about it or acts out a dialogue about it. The teacher repeats this story or dialogue several times and then gives each student a paper with the same story or dialogue written on it, but with several blanks instead of words. The teacher reads the story or dialogue again, line by line. The students try to fill in the blanks as they hear the word(s). The teacher should repeat the story or dialogue one more time, with the students trying to correct mistakes while it is being read.

Example:

Picture: weekend activities
What did you do last weekend?
I *played* volleyball.
What did you do last weekend?
I went *swimming* and *watched* TV.

Students receive one point for each blank filled in correctly.

Variations

- Leave a blank for every nth (5th, 9th) word.
- Leave a blank for content words that need to be drilled, e.g. all verbs.
- Instead of a story or dialogue, songs, newscasts from the radio or any kind of speech can be used.

To provide extra help, the teacher can provide several alternatives for each blank. Students must select the correct answer based on their listening.

Notes

The first line should contain no blanks.

The teacher can help the students to fill in the first blank to show them what to do.

Jigsaw Listening

Purpose

To provide practice in intensive listening to an American English speaker

Directions

The teacher introduces the lesson by explaining that the class will be divided into three groups. Each group will listen to a taped story and answer a set of questions about the story. Each group will work with three different parts of the same story. Therefore, each of the three tapes will be different and each group's set of questions will be different. After listening to their tapes, the groups will meet as one class to piece together the story as a whole.

After introducing the exercise, the teacher divides the class into three groups and gives each group a tape recorder, a prerecorded tape of an American reading a story, and a set of questions. Each group then listens to the story several times through to get the gist of their part of the story. Next they begin to listen more closely in order to answer the questions. During this part of the activity, the teacher circulates around the room providing help where it is needed. When each group has finished answering their set of questions, they meet as one class to piece together the story as a whole.

Notes

The stories and accompanying questions must be clearly written. Information should not conflict.

Some teachers find it useful to separate the three groups so that they will not overhear the tape of another group.

The groups should be basically equal in ability, i.e., each group should have strong, average and weak students in it.

Scrambled Words

Purpose

To provide practice in sorting out words into a logical sentence

Directions

The teacher cuts a sentence from a story or dialogue into individual words. Then, in small groups or pairs, the students must put the words into a logical sequence. Each small group or pair is given one complete sentence. Students should look for clues to ordering.

Variations

•The teacher can divide the class into teams and give each team the same sentence cut into individual words. The team that arranges its words into a logical sequence first wins.

Words of the same structural category, e.g. nouns, verbs, can be written on the same color paper. In other words, a complete set would have nouns written on blue paper, verbs on green paper, pronouns on yellow paper, punctuation on white, etc.

(blue)	(white)	(yellow)	(green)
SINK	.	MY	LEAKS

Note

For lower-level students, only sentences they are already familiar with should be used. Upper-level students can work with unfamiliar material.

Scrambled Sentences

Purpose

To provide practice in sorting out sentences into a logical sequence, making a story or a dialogue

The teacher cuts a story or a dialogue into strips, with one sentence on each strip. Then, in small groups or pairs, the students must put the strips into a logical sequence. Each small group or pair is given one complete story or dialogue. Students should look for clues to ordering, either obvious clues like time adverbials, e.g. first, second, next, today, tomorrow, then or covert clues, e.g. steps in a prescribed sequence.

Variations

•The teacher can divide the class into teams and give each team the same story or dialogue cut into strips. The team that arranges its strips into a logical sequence first wins.

•The students are given a strip and asked to memorize their sentence. After a few minutes the strips are collected and the students put themselves into a logical story line.

•Questions and answers can also be scrambled. First the questions and answers are cut into strips. Then the questions and answers are separated and scrambled. Students in groups or pairs must match the correct question and answer. Or individual students are given either a question or an answer. They then move around the room to find their correct "match."

Scrambled Pictures

Purpose

To provide practice in describing a process or sequence
To promote left-to-right reading skills

Directions

The teacher prepares a group of pictures, cutout, stick-figure drawings or line drawings, with one picture for each action or frame in the narrative. For example, the pictures could describe the usual sequence for writing and mailing a letter. Small groups of students are then given the set of pictures and must arrange them in the appropriate sequence.

Variations

- The teacher shows the students the sequenced set of pictures and tells a story about the pictures, controlling structure and vocabulary at an appropriate level. Then the students, as a group, tell the story back to the teacher. The teacher can use *elicitation* if the students forget some of the details or need help with the language.

- As a follow-up step, students can write the story down, either as a whole class, in small groups, or individually.

- The teacher can ask the students to tell the story using different verb tenses, for example, first telling the story in the present continuous tense and then changing to the past tense.

- The teacher can give one picture to each student, e.g. if there are five pictures, five students are needed. They stand in front of the class and tell the story, each student telling the part of his/her picture represents.

- For higher levels cartoon strips can be used. The strips are cut into frames. The class is divided into groups. Each group receives an envelope with the cartoon cut into frames in it. Their job is to put the frames into the correct order. A strip of paper with the correct answer on it may be included in the envelope. Care must be given when selecting the cartoons. The sequence should be evident in the strip, either in the pictures or the language.

Note	For lower-level classes, the number of pictures should be limited to three to four pictures. Upper-level classes work well with longer sequences.

Notes on Techniques and Methods

The preceding techniques are used widely in the Intensive ESL/CO Program in Southeast Asia. A number of these techniques such as oral dialogues, repetition drills, substitution drills, chain drills, rejoinder drills and line-gram dialogues exemplify a methodology known as the Aural/Oral Method. Other methodologies used in the programs to varying degrees are Counseling-Learning/Community Language Learning and the Silent Way. The Silent Way involves the use of sets of rods in various colors.

The users of this manual may find the following references helpful. (See Bibliography for complete citation.)

Curran, C. A. Counseling-Learning in Second Languages.

This book describes a counseling-learning approach as it is applied to the learning of second languages, i.e., community language learning.

Gattegno, C. Teaching Foreign Languages in Schools: The Silent Way.

After reading this book the reader will have a general understanding of the Silent Way.

Gattegno, C. The Common Sense of Teaching Foreign Language

This book is a summary of what Gattegno learned in the years since the publication of the preceding. This volume presents specifics of the Silent Way. Chapter 6 is "Uses of Rods and Charts."

Olsen, J. Winn-Bell. Communication-Starters and Other Activities

A book of various types of language activities generating conversation. Chapter IX is "Rod Activities."

Paulston, C.B. and M.N. Bruder. Teaching English as a Second Language: Techniques and Procedures.

This book outlines techniques and procedures that teachers actually utilize in their classrooms. The techniques and procedures are presented under the chapter headings of grammar, speaking, pronunciation, listening comprehension, reading and writing.

Robinett, B.W. Teaching English to Speakers of Other Languages: Substance and Technique

This book is divided into two major sections. The first, "The English Language," includes a general description of the essential features of grammatical, sound and vocabulary systems. The second section "Teaching English to Speakers of Other Languages" deals with pedagogical matters such as teaching the communication skills, language and culture.

Stevick, E.W. Teaching Languages: A Way and Ways

A discussion of language teaching methodologies including Community Language Learning and the Silent Way. Chapter 11 "Some Uses of Cuisenaire Rods" includes a description of Stevick's well-known Islamabad Technique.

LITERACY ACTIVITIES

INTRODUCTION

The literacy activities described in this section are primarily designed for pre-literate and non-literate students, but they can be adapted to other groups of students, depending on their needs.

THESE ACTIVITIES ARE NOT MEANT TO TAKE PLACE OF A LITERACY CURRICULUM.

Rather, it is hoped that they will stimulate teachers to think of their own activities. Any adaptation or expansion of the activities in the section is encouraged.

Center for Applied Linguistics
Southeast Asia Regional Service Center
November 1981

Table of Contents

Introduction

Activities

- Alphabet Make-A-Square
- Alphabet Ordering
- Bingo
- Buzz
- Concentration
- Crossing Out
- Crosswords
- Dominos
- Flashcards
- Hangman
- How Many Words Can You Find?
- Jigsaw
- Kim's Game
- Left Hand/Right Hand
- Letter Names
- Lotto
- Missing Letters
- Picture Stories
- Ring a Number
- Sallie Says
- Same or Different?
- Snakes and Ladders
- Snap
- What's Missing?

ALPHABET MAKE-A-SQUARE

Purpose

To recognize different ways of writing the letters of the alphabet

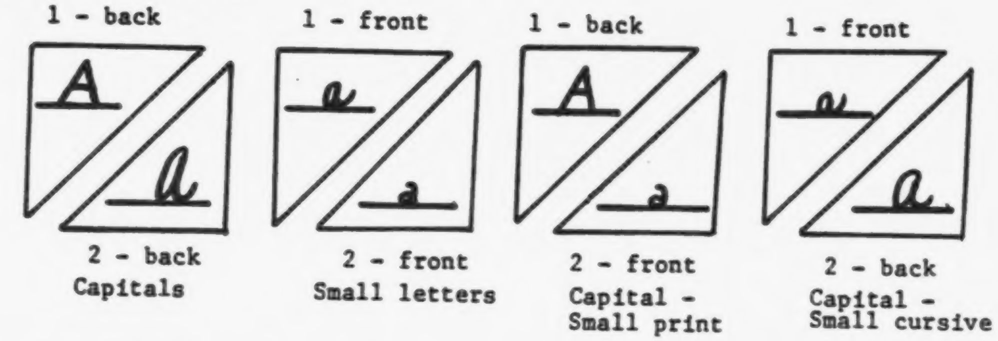
Number of Players

Pairs

Materials

One pack of alphabet make-a-square cards (52) cards. For detailed instructions on making a set of these cards see Olsen, 1977. The following description of the combinations on the cards is taken from this source, p. 79.

The Combinations:


1 - back
A
a
2 - back
Capitals
1 - front
a
a
2 - front
Small letters
1 - back
A
a
2 - front
Capital - Small print
1 - front
a
a
2 - back
Capital - Small cursive

Directions

Mix up all the cards, so that pairs are not together and give them to the 2 players. The players must fit the paper halves together. Each partner in a pair tries to make as many pairs as possible. The one with the most pairs wins.

Variation

•The game can become both a reading game and a communicative game by requiring players to use language like, "Please give me a ....." or "Do you have a ......?"

ALPHABET ORDERING

Purpose

To learn and review letters in alphabetical order.

Number of Players

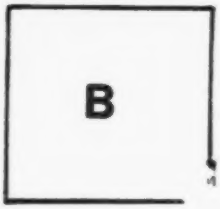
Small groups of 3-4 players.

Materials

A pack of *alphabet cards* containing 26 letters

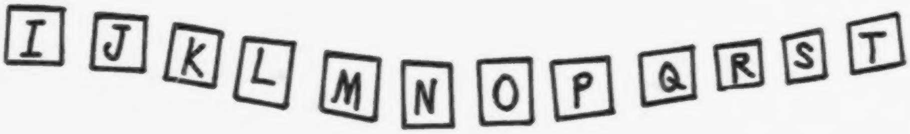
Directions

Each group of players is given a complete pack of cards. The cards are dealt out to all the players so that each player has a similar number of cards. The player with M starts and lays the M-card down on the table. Players in turn lay down one card if they have the next one in sequence either forwards or backwards. If they do not have the appropriate card, they lose their turn. If they do have the right card, they continue playing. Eventually, a long alphabet snake should be formed. The winning group is the one that puts all its letters down in order first.



Variations

- For reinforcement, players must say the name of the letter. If they say the name incorrectly, they lose their turn and the next player takes his turn.



- The leader puts down two cards, for example, A and C. Players must identify what is missing--B.

- This can be played with number cards.

BINGO

Purpose

To recognize numbers, letters, times, money, words presented orally.

Number of Players

Whole class.

Materials

- A *bingo* card for each player.
- Tokens (paper clips, pebbles, coins) in quantity as each player could use up to 23.
- Cards that match the symbols on the *bingo* cards.

Directions (For o-100 NUMBER BINGO)

Each player is given a *bingo* card and some tokens. The leader puts all the number cards in a container and pulls them out one-by-one. After each card has been pulled, the leader calls that number out loud. If a player has that number on her *bingo* card, she covers it up with a token. The first player to cover up five numbers in a row (horizontally, vertically, or diagonally) wins.

The leader should keep track of all the numbers in order to verify that the player has actually won and not made any mistakes.

Variations

- Times, money, words can be used.
- Used a smaller set of numbers and a 2 X 3 grid instead of a 5 X 5 grid. The first player to cover all her numbers wins. Use this variation as an introduction.
- Give each player a sheet of paper on which squares have been ruled out (4 X 4 or 5 X 5). On the board, the leader lists either numbers, letters, words, or times--about 25 to 40--from which each member of the class copies down 16 or 25, one in each empty square. The leader then calls out the numbers, etc. at random, and players cover up the ones they hear with a token. The first to get 4 (or 5) in a row wins.

1	12	3
5	14	19

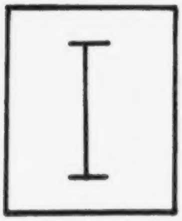
J	A	O	E	S
N	R	I	W	P
G	X	B	Q	H
V	C	U	K	T
F	L	M	D	Y

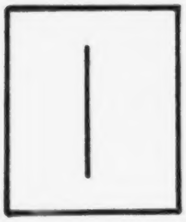
BUZ

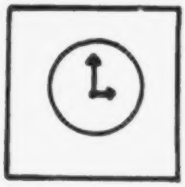
Purpose	To practice saying numbers in order.
Number of Players	Small groups, whole class.
Directions	Players count from 1 to 100, the first saying "one", the second "two", etc., except that any number that is a multiple of 3 (7 or any number) or contains the number 3, e.g., 9, 12, 13, cannot be said. Instead, the player must say "BUZZ" (or clap his hands) or drop out of the game. If he drops out of the game, the next player starts to count from 1 again. The winner is the last player left.

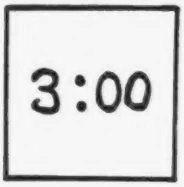
CONCENTRATION

Purpose	To match like pairs: numbers, letters, time, money, vocabulary.
Number of Players	Two or more.
Materials	Two decks of cards that match, card-for-card.
Directions	All the cards are laid face down on a flat surface. The first player turns up any two cards. If they are a matching pair, she keeps them. If they are not a matching pair, she turns them back face down, and the next player takes a turn and tries to make a pair. The player who makes the most pairs wins.
Variation	● The player must say the word (letter, number, time, amount of money) correctly in order to keep the pair.









CROSSING OUT

Purpose	To recognize numbers, letters, times, money, vocabulary.
Number of Players	One or more.
Materials	Blackboard and chalk; paper and pencils.
Directions	The leader writes down a set of numbers on the blackboard or on paper. (This can also be done on an individual student worksheet.) The students are instructed to cross out, for example, all the 7s. The student who does it first, and accurately, wins.
Variation	Letters, times, money, and vocabulary can be used instead of numbers.

9 3

3 4

7 20 7

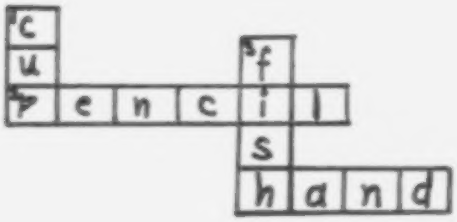
13 12

17 8 9

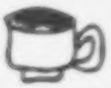
6 2 7

CROSSWORDS

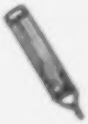
Purpose	To recognize words; to reinforce left-to-right and top-to-bottom progression.
Number of Players	One or more.
Materials	Blackboard and chalk; paper and pencil.
Directions	The leader writes squares, representing letters, and does not write in the letters. Instead, he gives a picture clue to help the players fill in the squares with the appropriate letters.
Variations	- This can be coordinated with units as a vocabulary review. - Students can be encouraged to make their own. - Crosswords can become more and more complex as squares link up. See the example below.



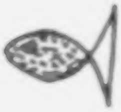
1.



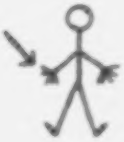
2.



3.



4.



DOMINOS

Purpose

To practice recognizing same or different shapes, numbers, letters, times, money, and vocabulary.

Number of Players

Small groups of 4-6 players.

Materials

A set of at least 40 *dominos* for each group.

Directions

The class is divided into small groups and each group is given a set of *dominos*. The leader gives each player five *dominos* and puts the remaining *dominos* face down in a central pile.

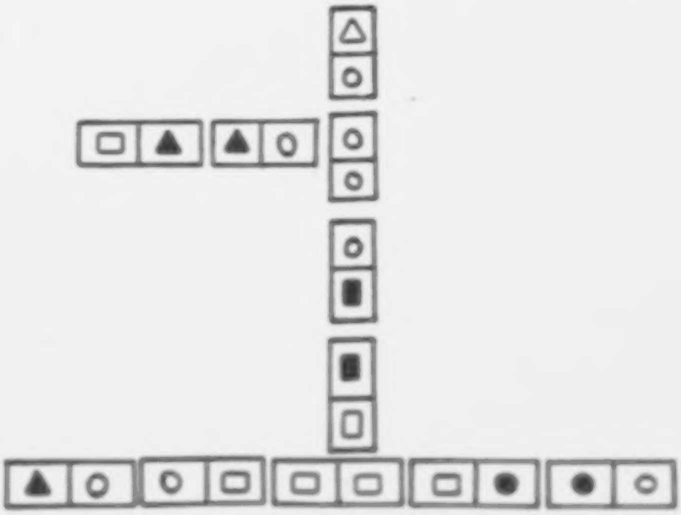
To begin play, the *domino* on the top of the central pile is turned face up. The first player tries to match half of the first *domino* with a *domino* from his hand.

If this △ | ○ is the first *domino*, then the first player must find a *domino* from his own with ▲ or ○ . If he cannot match either half, he takes a *domino* from the central pile. If that *domino* matches, he may play it immediately. If it does not match, his turn is over, and the next player takes his turn. The first player to use all his *dominos* is the winner.

Variation

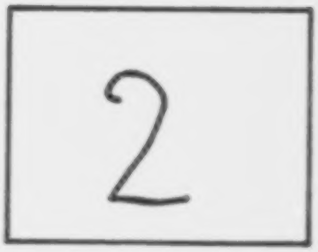
- In order to make a successful connection, players must say the number (letter, etc.) correctly.

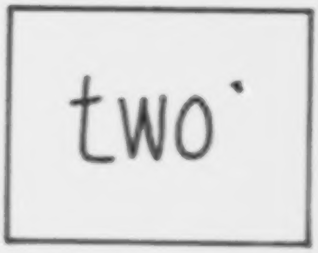
This activity provides lots of same-or-different practice for pre-reading activities.



FLASHCARDS

Purpose	To recognize numbers, letters, times, money, and vocabulary.
Number of Players	Two or more.
Materials	One pack of *flashcards* for each group.
Directions	One player takes a flashcard and shows it to the other player who must then read aloud what is on the card. The two players can take turns, changing when one player answers correctly.
Variation	• One player can use these cards as a review.





HANGMAN

Purpose

To practice spelling, vocabulary recognition, saying the names of the letters.

Number of Players

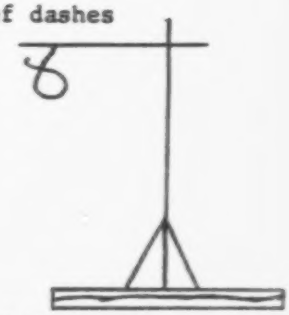
Two or more.

Materials

Blackboard and chalk; paper and pencil.

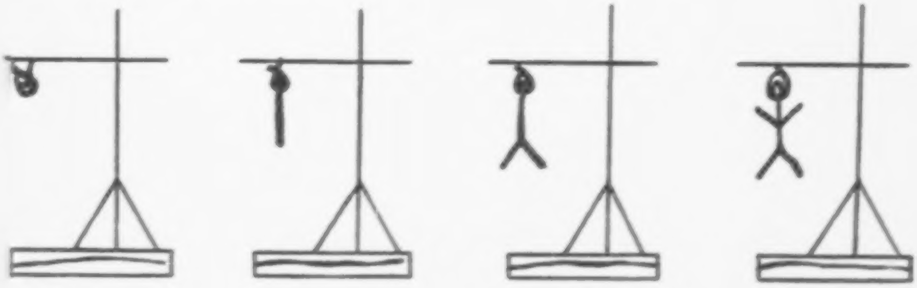
Directions

A player thinks of a word and writes a number of dashes on the board that corresponds to the number of letters in the word. The other players guess what the letters are by asking "Is there a T in it? Has it got an M?" The correct letters are written in. For each incorrect guess, however, a line is added to the gallows to make up a hangman. Players must guess the word before they are hanged.



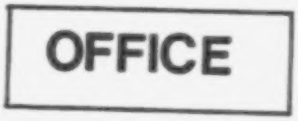
Variations

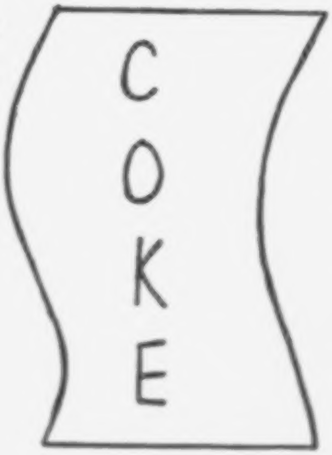
- To help the very beginning students play this game, the leader (or teacher) could begin the game with some of the letters already written in.
- Use student names.
- Use vocabulary within one topical area and tell the players what the topical area is.



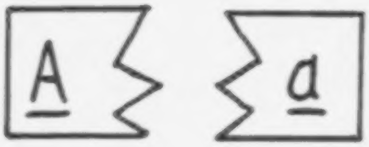
HOW MANY WORDS CAN YOU FIND?

Purpose	To learn to recognize what words look like.
Number of Players	One or more.
Materials	Paper and pencil.
Directions	Ask students to look around their immediate environment, both in and out of the classroom, to find words in English. Ask them to write the words down (copy them) and bring them to class. Ask the students to guess the meaning of the words they have written down. See how many different words the students can collect. Build up a class file and a file for every student of the words she wants to learn to read. Words could be stored on 3 X 5 index cards or or used computer cards. To reinforce the reading of the student-chosen words, ask students to write down those words.
Variation	● As students begin to develop a file of their own words, a type of filing system could be developed to reinforce and extend earlier work in alphabetizing. Initially, words could be filed only by the first letter; but as confidence grows, the system could include words filed by second and third letters, too. Cards could be sub-filed by topical area as well.





JIGSAW

Purpose	To identify shapes, numbers, letters, times, amounts of money, survival symbols.
Number of Players	One or more.
Materials	Cards that have been cut so that they fit together in a *jigsaw*. 
Directions	Each player (or group of players) is given a deck of *jigsaw* cards and fits together the card halves. The teacher might want to introduce only a few items at a time and perhaps model what the players are meant to do.
Variation	● This can be played as a competition to see who can match the card halves together most quickly. Cards fit together left⟶right to encourage students to devleop left⟶right reading skills.

KIM'S GAME

Purpose	To practice numbers, letters, time, money, vocabulary.
Number of Players	Whole class, divided into two equal teams.
Materials	A blackboard drawing or picture showing three or four objects.
Directions	The leader shows the picture for about thirty to forty-five seconds. The players must not write. Then the picture is taken down or covered. Each object correctly recalled wins a point. The winning team has the most points.
Note	This game is probably used more effectively as a review activity than as an introductory activity.

LEFT HAND/RIGHT HAND

Purpose

To match pairs of cards with shapes, numbers, letters, times, words on them.

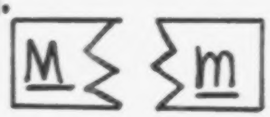
Number of Players

Whole class or two groups of at least 8-10 members each.

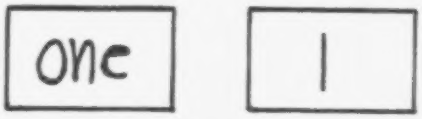
Materials

Each group (the whole class is one group) requires two packs of cards, with an equal number of cards in each pack. The total number of cards should be twice the number of players. The two packs correspond in that each of the cards in one pack matches one of the cards in the second pack. Five possible matching packs are shown below:

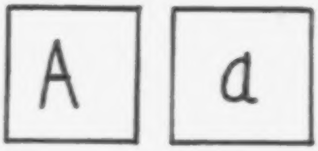
1.



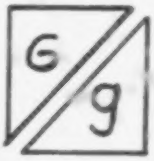
2.



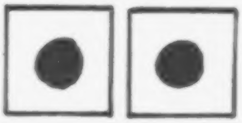
3.



4.

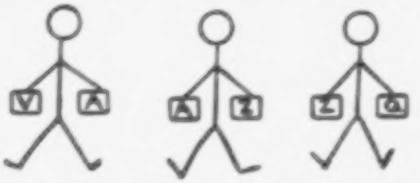


5.



Directions

Each player is given two cards, which do not match. He puts one card in his left hand and one card in his right hand. Each player tries to find the player who has the card that matches the card in his left hand and the player who has the card that matches the card in his right hand. Players who have matched up cards should stand next to each other, like this:



Eventually a large circle including everyone in the class (or group) should be formed.

Variation

- If the focus is on visual recognition or reading, then players should not talk when trying to find partners, but rather should read the cards and gesture.

LETTER NAMES

Purpose To learn to say and recognize the names of the letters.

Number of Players Small groups; whole class, perhaps divided into teams.

Materials One pack of *alphabet cards* (26).

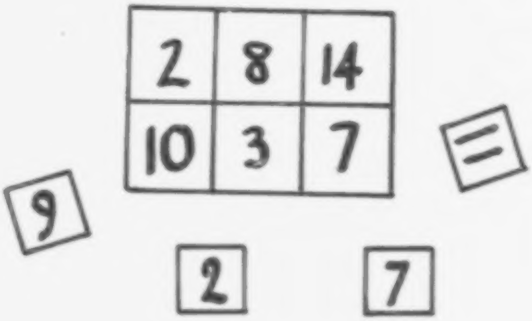
Directions The leader calls out the name of a letter, for example, "E", and the players hold up the card with that letter on it.

Variations

- Instead of using letter names, the sounds of the letters could be used. The leader could say, "Find a letter with the sound /K/!" and players could hold up $\boxed{C}$ or $\boxed{K}$ or even $\boxed{C}$ $\boxed{H}$ together. Phonics work should precede this activity.
- This could easily be played by teams. Points can be awarded to the team that holds up the correct card first.

LOTTO

Purpose	To practice number, time, word etc., recognition.
Number of Players	Small group of 4-6 players.
Materials	• *Lotto* cards, enough so that each player has one. *Bingo* number cards can be used for this purpose. Teachers can also make letter, time, money, vocabulary, or sentence *lotto* cards. • A pack of cards that match and can be used to cover the items on the *lotto* cards. Teachers should make the cover cards for numbers, letters, time, money, vocabulary, or sentences.
Directions (FOR NUMBER LOTTO)	Each player has a different *bingo* or *lotto* card. There is a pile of number cards face down in the middle of the playing area. From this pile, every player takes one card in turn. If the number card a player takes does not appear on the player's large card, he returns it to the pile. If it does, he places it over that number and takes another turn. The first player to cover all the numbers on his card is the winner.



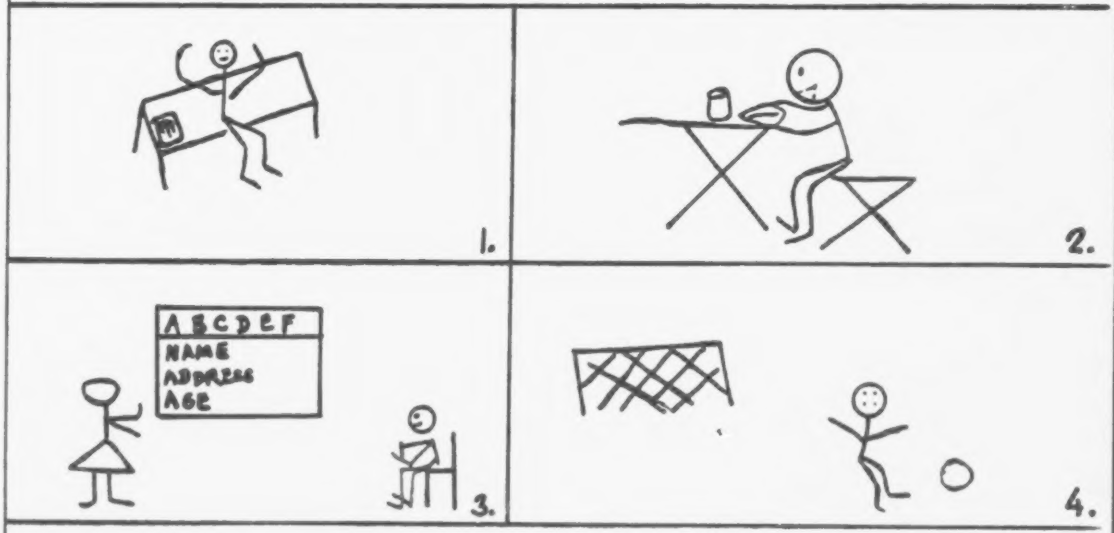
MISSING LETTERS

Purpose	To learn to recognize what words look like.
Number of Players	One or more.
Materials	Blackboard and chalk; paper and pencil.
Directions	The leader writes a word that the class knows on the board and asks the class to read it. Then the leader erases one letter. The players have to guess what the missing letter is.
Variations	• This can be played individually on worksheets prepared before class. • Or this can be played with the whole class divided into two teams. The team with the most correct guesses wins. Before playing in teams, it's best to play with the whole class. • At first only remove one letter. Later, more letters can be missing.
Note	*ONLY USE WORDS THE PLAYERS ARE FAMILIAR WITH.*

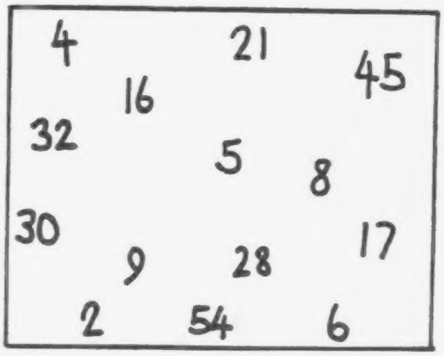
Name
N_me
Na_e
Nam_
_ame

PICTURE STORIES

Purpose	To reinforce left-to-right and top-to-bottom eye movement for beginning readers.
Number of Players	One or more.
Materials	Blackboard and chalk; paper and pencil.
Directions	The teacher draws a story with a minimum of three scenes. The topic could be as common as "My Morning" or as complicated as a story describing writing and mailing a letter. The drawings should be simple and clear. Stick-figures are OK. The drawings should be "read" from left-to-right and from top-to-bottom. After drawing his story, the teacher tells it and then invites the class to tell him back his story. While the students are retelling the story, the teacher should not correct their language, but rather help them when they ask for help. One student could describe one frame, another the next, and so on. Or, the whole class could collectively describe the story. The next step is to ask the students to draw their own story and then to tell it. If students want to know how to write some of the words, the teacher can write them down; but this should not be overdone.



RING A NUMBER

Purpose	To practice numbers.
Number of Players	Whole class divided into two teams.
Materials	Blackboard and chalk, preferably colored chalk.
Directions	Various numbers are written clearly on the board. (The numbers used depend on which numbers the players need practice with.) There are two teams. One member from each stands at the board, each with a different color of chalk in hand. The leader stands at the side and calls out one of the numbers. The two opposing team players look for it, and the first to put a ring around it scores a point. Those at the board should be replaced after 3 numbers. The winning team has the most numbers circled.  4 21 45 16 32 5 8 30 17 9 28 2 54 6
Variation	● In place of numbers, there could be letters, clock times, digital times, weights and measures, dates, telephone numbers, sums of money, or vocabulary.

SALLIE SAYS

Purpose	To practice responding appropriately to written commands or questions.
Number of Players	Whole class, perhaps divided into teams.
Materials	Cards (BIG enough for the whole class to read) with commands or questions on them. The commands or questions should already be familiar to the students, both in an oral and in a written form.
Directions	The leader holds up a card for a moment or two to the whole class. The first team member who volunteers tries to perform the action or answer the question. If he misperforms, somebody on another team is given a chance. The winning team is the one that responds appropriately most often.
Notes	The command or question could be pencilled in on the back of the card to help the leader. *THE ACTION IS THE IMPORTANT THING.*

OPEN
THE
DOOR

What's
your
name?

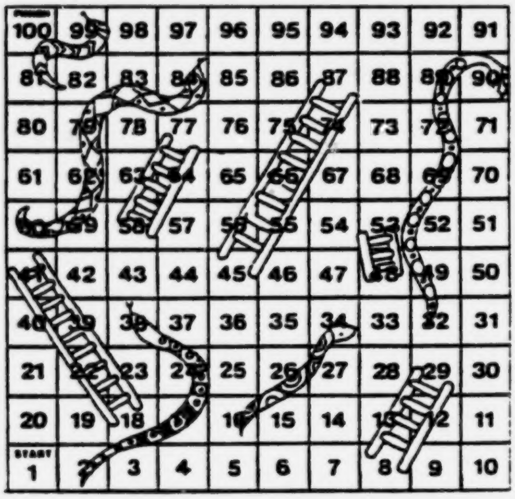
SAME OR DIFFERENT?

Purpose	To practice recognizing same or different numbers, letters, words, times, money, shapes.
Number of Players	One or more.
Materials	Blackboard and chalk; paper and pencil.
Directions	The leader writes a row of letters, with several of the letters repeated. Before the row, she writes the repeated letter. Players must circle all the repeated (or SAME) letters in the row. The first to finish accurately wins.
Variations	• This can be played with numbers, times, money, and words. Shapes can be used as a pre-reading exercise. • The class could be divided into 2 teams. Whichever team matches the symbols first wins.

b	ⓑ	ⓑ	d	d	c	ⓑ
p	d	q	p	d	p	p
name	name	mame	name			
bus	bus	boss	base	bus		
4	4	4	5	8	4	

SNAKES AND LADDERS

Purpose	To practice numbers 1 to 100.
Number of Players	Whole class, preferably divided into small groups of 4-6 players.
Materials	A Snakes and Ladders board (see below); a pair of dice; a token for each player.
Directions	Each player throws the dice and moves his token along the line, saying each number aloud. When he lands on a square at the foot of a ladder, he goes up it. If, however, he lands on a snake's head, he is swallowed by the snake and has to go back. The winner is the player who reaches 100 first.
Variation	● Instead of using dice, the players could use a pack of cards with numbers written on them. In order to move, they have to take one of the cards and read the number.



SNAP

Purpose

To practice recognition of shapes, numbers, letters, times, money, vocabulary.

Number of Players

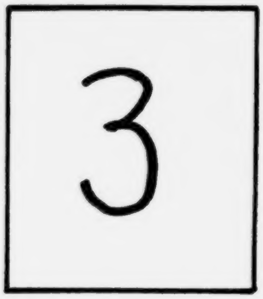
Small groups of 4-6 players.

Materials

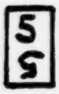
A pack of cards for each group, with about 60 cards containing about 12 different symbols in each pack.

Directions

The cards are dealt in equal numbers to each player. The players one by one put down a card, facing up, in a single pile. They go on doing this, placing the cards on those they have played, until one of the cards matches the one put down immediately before. Anybody can then call "SNAP!" The one who calls "SNAP!" first collects all the cards in the pile. The game continues until one player has won all the cards.



Variation

- If cards are designed like this , the newly literate students will be aided.

WHAT'S MISSING?

Purpose	To recognize numbers, letters, times, money, and words.
Number of Players	One or more.
Materials	Blackboard and chalk; paper and pen.
Directions	The leader writes a row of the same letters on the board or on paper, leaving out part of several of the letters. Students must fill in the missing part. The fastest (and most accurate) one wins.
Variation	• Make these up as worksheets.

h h h h n h n h h

d d a d d a d d a

8:45 8:45 8:45 8:15 8:45

school scnool schol school

ESL ACTIVITIES

Table of Contents

Introduction

List of Competencies

List of Spiraled Competencies

ESL Activities: In numerical order of the spiraled competencies

Topics: Spiraled Competencies

1. Classroom Orientation
2. Clothing
3. Housing
4. Food
5. Health
6. Transportation
7. Employment
8. Food
9. Employment
10. Post Office
11. Health
12. Transportation
13. Employment
14. Housing
15. Clothing
16. Banking
17. Food
18. Employment
19. Transit Process from Southeast Asia to the U.S.

Master List

Review

INTRODUCTION

The ESL activities described in this section are used in the teaching of the competencies in the regional curricula. These activities are not all inclusive but are representative of those being used in the Intensive ESL/CO Program in Southeast Asia. Users of the manual are encouraged to make their own adaptations, contributions, and deletions to suit their own needs.

Activities are noted for one or more specific levels of ability, but they can be rearranged, modified, and expanded to further suit the users' specific students. An activity may also be cross-referenced to one or more general techniques in the General Techniques section.

The following is a definition of the levels to which the letters at the top of each activity refer. It is the same as that found in the description of ESL curriculum development.

DEFINITION OF ESL LEVELS

Level A (Preliterate) : Students from a society with no or a relatively new, tradition of literacy, such as the Hmong. These students have little or no literacy skills, even in their own language, and score between 0-7 on the CAL Placement Evaluation.

Level A (Nonliterate) : Students from a society with a tradition of literacy, such as the Khmer or lowland Lao. Though there is literacy in the culture, such students have little or no literacy skills in their own language, and score between 0-7 on the CAL Placement Evaluation.

Level B : Students who are literate in their native language(s), score between 0-7 on the CAL Placement Evaluation, and may be able to answer some basic information questions but have no systematic knowledge and/or use of the English language.

Level C : Students who are literate in their native language(s), score between 8-15 on the CAL Placement Evaluation, and have some conversational English ability, but little systematic knowledge and/or use of English.

Level D : Students who are literate in their native language(s), score between 16-24 on the CAL Placement Evaluation, and have some knowledge and/or use of English.

Level E : Students who are literate in their native language(s), score 25 and above on the CAL Placement Evaluation, and have a systematic knowledge and/or use of English but lack fluency.

NOTE ON DIALOGUES

For several of the competencies there are one or more dialogues showing typical conversations related to the competencies. In some cases dialogues from one competency can be used to continue or expand dialogues for a later competency. For example, dialogues 4 and 5 under competency 1.1 can be added to dialogue 1 under competency 1.3. And in some cases a new optional continuation is provided, as with dialogue 1X under competency 1.2. These continuations can be used at the teacher's discretion, depending on the ability of the students to handle the additional material. All instances where the preceding cases are possible are noted.

Center for Applied Linguistics
Southeast Asia Regional Service Center
June 1982

COMPETENCIES

(D-level only competencies are asterisked)

TOPIC	COMPETENCY	COMPETENCY NUMBER
CLASSROOM ORIENTATION	Identify self (name, ID number, country of origin, language background)	1.1
	Introduce self	1.2
	Introduce others	1.3
	Greet and be greeted	1.4
	End conversation	1.5
	Express lack of understanding and ask for clarification	1.6
	Follow simple directions	1.7
	Find out English for unknowns	1.8
	Observe classroom etiquette	1.9
BANKING	Provide proper ID when asked to cash a check or money order	16.1
	Cash a check or money order	16.2
	Locate a bank	16.3
	Buy a money order	16.4
	** Open an account, i.e., checking, savings	16.5
	** Use a bank account	16.6
CLOTHING	Describe clothing needs	2.1
	Locate clothing	15.1
	Select and pay for clothing, i.e., sizes, prices, color, style, fabric	15.2
	Locate places to buy clothing	15.3
	** Give and receive compliments about dress	15.4
	** Care for clothing, e.g., hand/machine wash, dry, iron, dry-clean	15.5
EMPLOYMENT	Describe work experience	7.1
	Describe skills	7.2
	Describe educational background	7.3
	Recognize common entry-level jobs, e.g., names, duties, and qualifications	9.1
	Indicate job preferences	9.2

TOPIC	COMPETENCY	COMPETENCY NUMBER
EMPLOYMENT	Locate possible jobs, e.g., approach person at work site, make an appointment, convey a desire to work	13.1
	Give relevant information when applying for a job	13.2
	Get information about a job	13.3
	Follow instructions on the job	18.1
	Give explanations for sickness, lateness, absence, mistakes	18.2
	Converse with fellow employees, e.g., about family, recreation, weather, traffic, news	18.3
FOOD	Describe food needs	4.1
	Describe food preferences	4.2
	Select and pay for food within a setting familiar to a Southeast Asian refugee, i.e., price, quantity	4.3
	Locate food items	8.1
	Select food, i.e., price, container, size, quantity, freshness	8.2
	Pay for food, e.g., cash, change, coupons	8.3
	Locate places to buy food	8.4
	Order food, e.g., at a snack bar, restaurant, fast food	17.1
	Act appropriately as a guest/host	17.2
	** Store food properly	17.3
	** Prepare food	17.4
HEALTH	Explain medical problems, i.e., symptoms, illnesses, injuries	5.1
	Get medical help, e.g., in an emergency, for an appointment	5.2
	Follow instructions about treatment	11.1
	Follow instructions during exam	11.2
	Buy medicine (prescription and non-prescription)	11.3
	** Buy items for personal hygiene	11.4

TOPIC	COMPETENCY	COMPETENCY NUMBER
HOUSING	Describe housing needs, e.g., types of rooms, furniture, major appliances	3.1
	Locate facilities within housing, e.g., laundry, fire escape, garbage chute	3.2
	Get information about costs, e.g., rent, utilities	14.1
	Secure household repairs	14.2
	Report emergencies, e.g., fire, burglary	14.3
	** Locate appropriate housing	14.4
POST OFFICE	Address envelopes and packages	10.1
	Buy items in the post office	10.2
	Locate different mail slots	10.3
	Locate places to mail things	10.4
	Prepare a money order	10.5
	** Notify post office of change of address	10.6
	** Register mail	10.7
	** Pick up mail	10.8
	** Register as an alien	10.9
	** Prepare customs and insurance document	10.10
	** Register for the draft	10.11
TRANSPORTATION	Locate means of transportation	6.1
	Locate a place	6.2
	Buy transportation services	12.1
	Use transportation systems, e.g., by foot, on the bus, subway, train, plane	12.2
	Handle emergencies	12.3
	Give directions	12.4
TRANSIT PROCESS FROM SEA TO US.	Handle emergencies, e.g., being lost, not being met, getting sick	19.1
	Act appropriately on the plane	19.2
	Meet sponsor	19.3

SPIRALED COMPETENCIES

(D-level only competencies are asterisked)

CHUNK	COMPETENCY NUMBER	TOPIC	COMPETENCY
# 1	1.1	CLASSROOM ORIENTATION	Identify self (name, ID number, country of origin, language background)
	1.2		Introduce self
	1.3		Introduce others
	1.4		Greet and be greeted
	1.5		End conversation
	1.6		Express lack of understanding and ask for clarification
	1.7		Follow simple directions
	1.8		Find out English for unknowns
	1.9		Observe classroom etiquette
# 2	2.1	CLOTHING	Describe clothing needs
# 3	3.1	HOUSING	Describe housing needs, e.g., types of rooms, furniture, major appliances
	3.2		Locate facilities within housing, e.g., laundry, fire escape, garbage chute
# 4	4.1	FOOD	Describe food needs
	4.2		Describe food preferences
	4.3		Select and pay for food within a setting familiar to a Southeast Asian refugee, i.e., price, quantity
# 5	5.1	HEALTH	Explain medical problems, i.e., symptoms, illnesses, injuries
	5.2		Get medical help, e.g., in an emergency, for an appointment

CHUNK	COMPETENCY NUMBER	TOPIC	COMPETENCY
# 6	6.1	TRANSPORTATION	Locate means of transportation
	6.2		Locate a place
# 7	7.1	EMPLOYMENT	Describe work experience
	7.2		Describe skills
	7.3		Describe educational background
# 8	8.1	FOOD	Locate food items
	8.2		Select food, i.e., price, container, size, quantity, freshness
	8.3		Pay for food, e.g., cash, change, coupons
	8.4		Locate places to buy food
# 9	9.1	EMPLOYMENT	Recognize common entry-level jobs, e.g., names, duties, and qualifications
	9.2		Indicate job preferences
#10	10.1	POST OFFICE	Address envelopes and packages
	10.2		Buy items in the post office
	10.3		Locate different mail slots
	10.4		Locate places to mail things
	10.5		Prepare a money order
	10.6		** Notify post office of change of address
	10.7		** Register mail
	10.8		** Pick up mail
	10.9		** Register as an alien
	10.10		** Prepare customs and insurance document
	10.11		** Register for the draft

CHUNK	COMPETENCY NUMBER	TOPIC	COMPETENCY
#11	11.1	HEALTH	Follow instructions about treatment
	11.2		Follow instructions during exam
	11.3		Buy medicine (prescription and non-prescription)
	11.4		** Buy items for personal hygiene
#12	12.1	TRANSPORTATION	Buy transportation services
	12.2		Use transportation systems e.g., by foot, on the bus, subway, train, plane
	12.3		Handle emergencies
	12.4		Give directions
#13	13.1	EMPLOYMENT	Locate possible jobs, e.g., approach person at work site, make an appointment, convey a desire to work
	13.2		Give relevant information when applying for a job
	13.3		Get information about a job
#14	14.1	HOUSING	Get information about costs, e.g., rent, utilities
	14.2		Secure household repairs
	14.3		Report emergencies, e.g., fire, burglary
	14.4		** Locate appropriate housing
#15	15.1	CLOTHING	Locate clothing
	15.2		Select and pay for clothing, i.e., sizes, prices, color, style, fabric
	15.3		Locate places to buy clothing
	15.4		** Give and receive compliments about dress
	15.5		** Care for clothing, e.g., hand/ machine wash, dry, iron, dry-clean

CHUNK	COMPETENCY NUMBER	TOPIC	COMPETENCY
#16	16.1	BANKING	Provide proper ID when asked to cash a check or money order
	16.2		Cash a check or money order
	16.3		Locate a bank
	16.4		Buy a money order
	16.5		** Open an account, i.e., checking, savings
	16.6		** Use a bank account
#17	17.1	FOOD	Order food, e.g., at a snack bar, restaurant, fast food
	17.2		Act appropriately as a guest/host
	17.3		** Store food properly
	17.4		** Prepare food
#18	18.1	EMPLOYMENT	Follow instructions on the job
	18.2		Give explanations for sickness, lateness, absence, mistakes
	18.3		Converse with fellow employees, e.g., about family, recreation, weather, traffic, news
#19	19.1	TRANSIT PROCESS FROM SEA TO US	Handle emergencies, e.g., being lost, not being met, getting sick
	19.2		Act appropriately on the plane
	19.3		Meet sponsor

SUGGESTED BY: The Consortium Save the Children Federation Experiment in International Living World Education	1.1 COMPETENCY: Identify self, name LEVEL: A, B GENERAL TECHNIQUE: Chain drills

Estimated Time	1 hour
Purpose	To have the teacher and students learn one another's names.
Directions	1. The first student says his name. The second student says the first student's name and his/her own name. The third student says the first and second students' names and his/her own name. And so on. At the end, the teacher must say everyone's name. Good luck!
Variations	• Have the students stand and come to the front of the room when they say the names. This gets them used to speaking in front of a group from Day 1. Call for "volunteers." The sooner a student volunteers, the fewer names to say. • Instead of doing the entire class the same day, do only a half or a third of it. Finish on the following days. • The teacher introduces five or six students a day. All the students and the teacher must remember those students' names. Ask one student to call off names of those students or ask "What is his/her name?" The next day review and add five or six names.

SUGGESTED BY:

The Consortium:
Save the Children Federation
Experiment in International Living
World Education

1.1

COMPETENCY: Identify self, name

LEVEL: A, B

GENERAL
TECHNIQUE:

Estimated Time

1 - 2 hours

Purpose

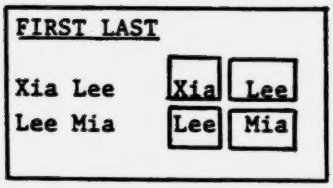
To practice the appropriate responses to questions concerning name

To practice recognition of names

Materials

Name cards in two colors, one for the first name and one for the last.

Poster board student roster. A pocket chart is made from poster board. The pockets will hold name cards. On the left side of the poster board students' names will be listed.



Directions

Name Cards:

1. The teacher asks: What's your first name?
   OR
   What's your last name?

2. The student responds: My first name is ______________.
   OR
   My last name is ______________.

While responding the student holds up the name card with the appropriate response.

3. The teacher practices with all students in random order.

Student Roster:

1. The teacher asks: What's your first/last name?
2. The students reply and match their first/last names by putting their name cards in the proper pockets on the poster board and student roster.

Variations

- The teacher asks: What is his/her first/last name? The students respond and match their classmates' name cards by putting them in the correct pockets on the poster board student roster.
- The teacher may want to have another poster board student roster, one with last name first, and practice with it. However, it is recommended that students have thoroughly mastered one before introducing the other.

LAST FIRST		
Lee,Xia	Lee	Xia
Mia,Lee	Mia	Lee

- Students are placed into groups of four to five. A name card is shown to the group by the teacher or a student in the group. The student says his/her name when it appears. The leader should vary the activity by using first names, last names, and both names together.

SUGGESTED BY:

The Consortium:
Save the Children Federation
Experiment in International Living
World Education

1.1

COMPETENCY: Identify self, name

LEVEL: A, B

GENERAL TECHNIQUE: Elicitation using pictures

Estimated Time

20 minutes

Purpose

To practice responding to questions about first and last names in the third person singular

Materials

Pictures of a variety of people. (Comical ones enliven the class)

Directions

1. The teacher holds up a picture and says, "His name is John Smith" (or an equally simple/common name).
2. The teacher asks, "What's his name?"
3. The student responds, "John Smith" or "His name is John Smith."
4. The teacher asks, "What is his first name?"
5. The student responds, "John."
6. The teacher asks, "What is his last name?"
7. The student responds, "Smith."

Variation

- The students can be called up to choose and name a picture. The class (or teacher) can then ask the student the first, last name questions.

SUGGESTED BY:

The Consortium:
Save the Children Federation
Experiment in International Living
World Education

1.1

COMPETENCY: Identify self, name

LEVEL: B

GENERAL TECHNIQUE: Repetition and chain drills

Estimated Time

1 hour

Purpose

To practice the appropriate responses to questions concerning names

Materials

Name cards for each student and one for the teacher

Directions

1. The teacher says, "My name is ________________." several times. S/he can hold up her/his name card as s/he says it.
2. The teacher distributes name cards as each student says, "My name is ________________." The teacher repeats, "Your name is ___________."
3. The teacher models, "What's your name?" to the entire class. The class repeats.
4. The teacher then asks individual students, "What s your name?" The individuals respond.
5. The teacher motions for a student to ask another student, "What's your name?"
6. The teacher motions to the student and says, "His/her name is ______________." This is done several times.
7. The teacher asks, "What's his/her name?" The student or students respond.
8. The teacher motions for a student to ask, "What's his/her name?" The students respond. This is done several times.

Variation

See Chain Drills in General Techniques section.

SUGGESTED BY:

The Consortium:
Save the Children Federation
Experiment in International Living
World Education

1.1

COMPETENCY: Identify self

LEVEL: B, C

GENERAL TECHNIQUE: Oral dialogues, written dialogues

Estimated time	Varies according to the level of the students and the nature of the dialogue
Purpose	To practice utterances and responses appropriate and natural to the competency
Directions	See General Techniques: Oral dialogues. For more capable students or additional reinforcement, consider also using the technique, written dialogues.

B:

Dialogue #

1. A: What's your name?
   B: My name is Pat Smith.
   A: What's your last name?
   B: Smith.

2. A: Is your name George Jenson?
   B: Yes, it is.
   A: How do you spell your last name?
   B: J-E-N-S-O-N.

3. A: What's your last name?
   B: It's Henderson.
   A: Please spell that.
   B: H-E-N-D-E-R-S-O-N.

4. C: Where are you from?
   B: I'm from Laos. Are you from Cambodia?
   C: Yes, I am.

5. B: Where are you from?
   C: I'm from Cambodia.
   B: What language do you speak?
   C: I speak Khmer.

6. A: Where are you from? I'm from Laos.
   B: I'm from Thailand.
   A: Do you speak Lao?
   B: No, I don't. I only speak Thai.

7. A: My name's Don Wells.
B: How do you spell your last name?
A: W-E-L-L-S.
B: What's your ID number?
A: 684058.
B: Thank you.

C:

Dialogue #

8. A: Is your name Janice Joplin?
B: No. My name is Joyce Childers.
C: My name is Janice Joplin.
A: What's your ID number?
C: 945323.
A: May I see your papers?
C: Here you are.
A: This way, please.

9. A: What's your name?
B: Allen Goodman. What's yours?
A: Eugene Jones. Call me Gene.
B: OK, Gene. Call me Al.

SUGGESTED BY: The Consortium: Save the Children Federation Experiment in International Living World Education	1.1 COMPETENCY: Identify self LEVEL: C, D, E GENERAL TECHNIQUE: Elicitation using pictures

Estimated Time

2 hours

Purpose

To practice answering personal identification questions in the third person singular

To write a story in the third person singular

Materials

Brown sheets of paper and magic markers, one of each for as many pairs as are in the class, i.e., for a class of 20, ten of each; pictures of refugees, one for each pair

Directions

1. The teacher writes the following questions on the board:

   What's his/her name?

   Where did s/he come from?

   How old is s/he?

   Whom did s/he come with?

   How did s/he get here?

   When did s/he leave (Laos)?

   Why did s/he leave (Laos)?

   What was his/her occupation in (Laos)?

   How long has s/he been in __________?

2. The teacher places a picture of a refugee next to the questions and asks the class to describe the person by answering the above questions.

3. As the class answers the questions about the picture, the teacher writes sentences with the answers on the brown paper.

4. The class is divided into pairs, each pair receiving a sheet of brown paper, a magic marker, and a picture of a refugee. The teacher circulates about the room giving assistance as the students answer the questions and write their stories.

5. When all are finished, the sheets are hung around the room.

6. Each pair reports on their story to the group.

7. After all oral reports are given, the students go around the room reading the sheets and writing down any mistakes found.

8. The sheets are taken down, and students come to the board to write the sentences with mistakes in them and their corrections.

9. The teacher and class go over the sentences. The teacher can group the common mistakes and give the appropriate grammar lesson.

Variations

- The teacher can pass out pictures of a variety of different kinds of people. Each pair would then describe the picture they were given.
- This activity can be done without the reading and writing component. The teacher begins by describing a picture and then has individuals or pairs do their pictures orally. Time can be given for them to prepare their oral presentations.

1.1

SUGGESTED BY:

Center for Applied Linguistics

COMPETENCY:	Identify self
LEVEL:	All
GENERAL TECHNIQUE:	Chain drills

Estimated time	15 minutes
Purpose	To practice asking and answering personal identification questions
Materials	One or two bean bags. (Bags can also be made of rice. Rock bags can be dangerous.) Or one or two small or large rubber balls.
Directions	1. The teacher forms students in groups of six to ten in a circle. 2. S/he throws the bean bag asking a personal identification question, i.e., "What's your address?" 3. The receiver answers as s/he catches the bag and then throws it to another student asking either the same question (if the class is drilling that particular structure) or another personal identification question if the exercise is to be used for review.

SUGGESTED BY:

The Consortium:
Save the Children Federation
Experiment in International Living
World Education

1.1

COMPETENCY: Identify self, place of origin

LEVEL: A, B

GENERAL TECHNIQUE: Chain drills

Estimated Time

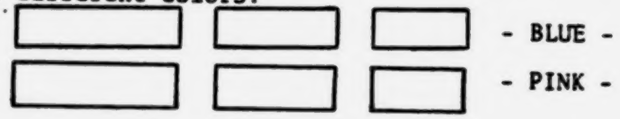
1 - 2 hours

Purpose

To practice the appropriate responses to "Where are you from?"

Materials

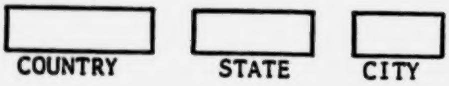
Rods or pieces of paper of three different lengths in two different colors:



Rods or strips of paper are used as cues for specific words in a sentence. For example, for the sentences,

I'm from Laos. (country)
I'm from Xieng Khaun. (state)
I'm from Som Nra. (city)

use different size pieces of paper or rods for each geographical location.



Directions

1. The teacher holds up the longest piece of paper/rod (in, for example, pink) and says, "I'm from the U.S.A." (Shows map of U.S.) S/he then holds up the middle size piece of paper/rod and says, I'm from Washington state." (Shows Washington state on map). The teacher then holds up the shortest length of paper/rod and says, "I'm from Tacoma." (shows Tacoma on the map).

2. The teacher then brings out maps of the refugees' countries. (If the students have never seen a map before, a translator/aide will have to explain the concept). S/he shows the city, province, and country where some of the students were born. (This information is taken from refugee biodata in advance). The teacher says "You're from __________, ________, ______" relating the appropriate size piece of paper

to the geographical location; long-country, medium-province or state, short-city. When speaking about the refugee, the other color (blue) strips/rods are used.

3. The teacher then asks the question "Where are you from?" and cues the desired response by holding up the appropriate piece of paper. Students respond with the information about themselves.

Variation

- Break students into pairs or small groups and give them sets of strips/rods. Have them cue each other in response to the question, "Where are you from?"

SUGGESTED BY:

The Consortium:
Save the Children Federation
Experiment in International Living
World Education

1.2

COMPETENCY: Introduce self

LEVEL: B, D

GENERAL TECHNIQUE:

Estimated time	Varies according to the level of the students and the nature of the dialogue
Purpose	To practice utterances and responses appropriate and natural to the competency
Directions	See General Techniques: Oral dialogues. For more capable students or additional reinforcement, consider also using the technique, written dialogues.

B:

Dialogue #

1. A: Hello. My name is Alfred Newman.
   B: Hi. My name is Thomas Jones.
   A: Nice to meet you, Thomas.
   B: Nice to meet you, too, Alfred.

D:

Dialogue #

1. A: Hello. My name is Alfred Newman.
   B: Hi. My name is Thomas Jones.
   A: Nice to meet you, Thomas.
   B: Nice to meet you, too, Alfred.

1X. A: Call me Al.
    B: OK. Al. Call me Tom.

SUGGESTED BY:

International Catholic
Migration Commission

1.2

COMPETENCY: Introduce self

LEVEL: D, E

GENERAL TECHNIQUE: Scrambled words

Estimated time 1/2 hour

Purpose To provide practice in sorting out words into a logical sentence

Materials The dialogue below cut up into word and punctuation segments

Directions

1. See General Techniques: Scrambled Words. Use it with the following dialogue.

   A: Hi, my name's Peng.
   What's yours?

   B: Seng Leng.

   A: Nice to meet you.

   B: Pleased to meet you, too.

The pieces will look as follows:

PLEASED	YOU,	MEET	TOO	.	
TO	PENG	NAME'S	HI,	.	MY
?	YOURS	WHAT'S	MEET	NICE	
.	TO	.	SENG	YOU	LENG

2. Each student is given one of the pieces. The class

is then told that it is a dialogue and asked to rearrange themselves into sentences and then to put the sentences into the proper order.

Variation

- The class can be divided into groups and each group given a different dialogue.

Note

If there are faster and slower students in the same class, this activity can be given to the former, while the teacher works with the latter.

SUGGESTED BY: Lutheran Immigration and Refugee Service/American Council for Nationalities Service	1.2, 1.4 **COMPETENCY:** Introduce self, greet **LEVEL:** B **GENERAL TECHNIQUE:** Oral dialogues

Estimated time

20 minutes

Purpose

To practice introducing oneself

To practice greeting and being greeted

Directions

1. Present the dialogue:

A: Hello. My name's ______________________.

B: Hi. My name's __________________________.

Nice to meet you!

A: Nice to meet you, too.

"Nice to meet you too." is only used on the first meeting and not on subsequent meetings.

- Have the students move around the classroom greeting and introducing themselves to one another. The teacher should also join in. This is a good ice-breaking activity.

SUGGESTED BY:

The Consortium:
Save the Children Federation
Experiment in International Living
World Education

1.3

COMPETENCY: Introduce others

LEVEL: A, B

GENERAL TECHNIQUE:

Estimated Time	1 hour
Purpose	To practice introducing others
Directions	1. The students are placed in a circle. Use two circles if the class is large. 2. The teacher demonstrates with a few students how to give a firm handshake with solid eye contact. The students practice giving the hearty handshake. 3. Next the teacher introduces the sentence, "How do you do?" in connection with the handshake. The students practice. 4. The students are broken into groups of three and practice Step 2. 5. Next the teacher demonstrates a basic introduction with two students. "This is Lou." gesturing to Lou; "This is Kim." gesturing to Kim. The students practice. 6. The teacher then adds each of the students names to form a proper introduction: "Kim, this is Lou," "Lou, this is Kim." The students practice. 7. The students regroup in different sets of three and continue practicing.

SUGGESTED BY: The Consortium: Save the Children/Federation Experiment in International Living World Education	1.3 COMPETENCY: Introduce others LEVEL: B, C, D, E GENERAL TECHNIQUE: Oral dialogues, written dialogues

Estimated Time	Varies according to the level of the students and the nature of the dialogue
Purpose	To practice utterances and responses appropriate and natural to the competency
Directions	See General Techniques: Oral dialogues. For more capable students or additional reinforcement, consider also using the technique, written dialogues.

B:

Dialogue #

1. A: Ai, this is Thao. Thao, this is Ai.
B: Nice to meet you, Ai.
C: Nice to meet you, too, Thao.

1X. C: Where are you from?
B: I'm from Laos. Are you from Cambodia?
C: Yes, I am.

(#4 from competency 1.1.)

or

1. A: Ai, this is Thao. Thao, this is Ai.
B: Nice to meet you, Ai.
C: Nice to meet you, too, Thao.

1Y. B: Where are you from?
C: I'm from Cambodia.
B: What language do you speak?
C: I speak Khmer.

(#5 from competency 1.1.)

2. A: Dan, this is my mother, Mrs. Lee.
Mom, this is my teacher, Dan Cline.
B: Nice to meet you, Mrs. Lee.
C: Nice to meet you, Dan.

C:

Dialogue #

3. A: Good morning, John. How are you?
B: Good morning, Sam. I'm fine, thanks. And you?
A: I'm fine, thanks. John, this is my friend, George Samson. George, this is John Lane.
B: Nice to meet you, George.
C: Nice to meet you, too, John.
A: Good-bye, John.
B: Bye, Sam.
C: See you later, John. Good-bye, George.

D:

Dialogue #

2. A: Dan, this is my mother, Mrs. Lee.
Mom, this is my teacher, Dan Cline.
B: Nice to meet you, Mrs. Lee.
C: Nice to meet you, Dan.

4. A: Ai, I'd like you to meet my friend, Thao Vang.
Thao, this is my friend, Ai Soeurn.
B: Nice to meet you, Ai.
C: Nice to meet you, too, Thao.

4X. C: Where are you from?
B: I'm from Laos. Are you from Cambodia?
C: Yes, I am.

(#4 from competency 1.1.)

or

4. A: Ai, I'd like you to meet my friend, Thao Vang.
Thao, this is my friend, Ai Soeurn.
B: Nice to meet you, Ai.
C: Nice to meet you, too, Thao.

4Y. B: Where are you from?
C: I'm from Cambodia.
B: What language do you speak?
C: I speak Khmer.

(#5 from competency 1.1.)

1.3

SUGGESTED BY:

Center for Applied Linguistics

COMPETENCY: Introduce others

LEVEL: C, D, E

GENERAL TECHNIQUE:

Estimated Time	1 hour
Purpose	To practice introducing others
Materials	Cards on which each student's name is printed
Directions	1. The teacher passes out cards to every student with another student's name on it. 2. Each student prepares to introduce the person whose name s/he has. The teacher can tell the class ahead of time what information can be gathered e.g., name, country of origin, age, profession, favorite pastime, etc., or allow the students to ask whatever questions they wish. 3. After having spoken to two new people in the class, the person whose name s/he has and the person who has his/her name, the student will introduce his/her partner to the class. 4. The class may or may not be encouraged to ask further of the person being introduced. These questions should be directed to the person him/herself and not to the one who is doing the introducing.

E:

Dialogue #

5. A: Tom, this is Al Jones. He's a mechanic.
Al, this is Tom Watson. He's a student.
B: Nice to meet you, Al. Where do you work?
C: Nice to meet you, too, Tom. I work in
a service station in Flint.
Where do you go to school?
B: I go to Mott College.

6. A: Bill, this is my friend, Lee Pay.
Lee, this is my friend, Bill Olsen.
B: Nice to meet you, Lee.
C: Nice to meet you, too, Bill. What
do you do?
B: I'm a farmer. What do you do?
C: I'm a carpenter.
B: That's interesting. Where do you work?
C: In a shop on Main Street.

SUGGESTED BY: The Consortium: Save the Children Federation Experiment in International Living World Education	1.3 COMPETENCY: Introduce Others LEVEL: D, E GENERAL TECHNIQUE: Oral dialogues, written dialogues

Estimated Time	Varies according to the level of the students and the nature of the dialogue
Purpose	To practice utterances and responses appropriate and natural to the competency
Directions	See General Techniques: Oral dialogues. For more capable students or additional reinforcement, consider also using the technique, written dialogues.

Dialogue #

1. A: Ai, this is Thao. Thao, this is Ai.
B: Nice to meet you, Ai.
C: Nice to meet you, too, Thao.

1X. C: Where are you from?
B: I'm from Laos. Are you from Cambodia?
C: Yes, I am.

(#4 from competency 1.1.)

or

1. A: Ai, this is Thao. Thao, this is Ai.
B: Nice to meet you, Ai.
C: Nice to meet you, too, Thao.

1Y. B: Where are you from?
C: I'm from Cambodia.
B: What language do you speak?
C: I speak Khmer.

(#5 from competency 1.1.)

2. A: Dan, this is my mother, Mrs. Lee.
Mom, this is my teacher, Dan Cline.
B: Nice to meet you, Mrs. Lee.
C: Nice to meet you, Dan.

SUGGESTED BY: The Consortium: Save the Children Federation Experiment in International Living World Education	1.4 **COMPETENCY:** Greet and be greeted **LEVEL:** B, E **GENERAL TECHNIQUE:** Oral dialogues, written dialogues

Estimated Time	Varies according to the level of the students and the nature of the dialogue
Purpose	To practice utterances and responses appropriate and natural to the competency
Directions	See General Techniques: Oral dialogues. For more capable students or additional reinforcement, consider also using the technique, written dialogues.

B:

Dialogue #

1. A: Hi, John. How are you?
B: Hello, Bob. Fine, thanks. How are you?
A: Fine, thank you.

E:

Dialogue #

2. A: Hello Carla.
B: Hi, June. How have you been?
A: Fine, thanks. How about you?
B: I've been very busy lately.
A: What have you been doing?
B: Going to school, looking for a job, working for my father.
A: We should get together soon and talk longer.
B: Yes, let's. I'll call you at the end of the week.
A: Good. See you later.
B: Bye.

SUGGESTED BY:

The Consortium:
Save the Children Federation
Experiment in International Living
World Education

COMPETENCY: End conversation

LEVEL: B, E

GENERAL TECHNIQUE: Oral dialogues, written dialogues

Estimated Time	Varies according to the level of the students and the nature of the dialogue
Purpose	To practice utterances and responses appropriate and natural to the competency
Directions	See General Techniques: Oral dialogues. For more capable students or additional reinforcement, consider also using the technique, written dialogues.

B:

Dialogue #

1. A: Bye, John.
   B: Goodbye, Bob. See you later.
   A: See you later.

E:

Dialogue #

2. A: Hello Carla.
   B: Hi, June. How have you been?
   A: Fine, thanks. How about you?
   B: I've been very busy lately.
   A: What have you been doing?
   B: Going to school, looking for a job, working for my father.
   A: We should get together soon and talk longer.
   B: Yes, let's. I'll call you at the end of the week.
   A: Good. See you later.
   B. Bye.

(#2 from competency 1.1.)

1.6

SUGGESTED BY:

Lutheran Immigration and Refugee
Service/American Council
for Nationalities Service

COMPETENCY: Express lack of understanding

LEVEL: A, B

GENERAL TECHNIQUE: Rejoinder drills

Estimated Time	30 minutes
Purpose	To practice expressing lack of understanding
Directions	1. The teacher speaks in a language foreign to the student or speaks very quickly in English to students individually who respond with, "I don't understand." 2. The teacher asks a student what another student's name is. The student responds with a correct answer or "I don't know." 3. The teacher says very quickly an English phrase or sentence that the student should understand. The student responds, "Please speak more slowly." The teacher then repeats the same utterance very slowly. 4. The teacher very softly says an English phrase or sentence that the student should understand. The student responds, "Please speak louder." The teacher repeats it, speaking more loudly.

SUGGESTED BY:

The Consortium:
Save the Children Federation
Experiment in International Living
World Education

1.6

COMPETENCY: Express lack of understanding

LEVEL: B, C, D

GENERAL TECHNIQUE: Oral dialogues, written dialogues

Estimated Time

Varies according to the level of the students and the nature of the dialogue

Purpose

To practice utterances and responses appropriate and natural to the competency

Directions

See General Techniques: Oral dialogues. For more capable students or additional reinforcement, consider also using the technique, written dialogues.

B:

Dialogue #

1. A: What's your name?
B: Hxexnxrxy Cxoxmbxexsx.
A: Excuse me?
B: Henry Combes.
A: How do you spell that?
B: H-E-N---
A: Please speak slowly.
B: H-E-N-R-Y C-O-M-B-E-S.

2. A: Close the door, please.
B: Do what?
A: Close the door.
B: OK.

3. A: Please give me a book.
B: Give you a what?
A: A book.
B: Here you are.

C:

Dialogue #

4. A: Do you play the guitar?
B: Play what?
A: The guitar.
B: Oh. Yes, I do.

5. A: Does your father need a pen?
B: Who?
A: Your father.
B: No, he doesn't.

D:

Dialogue #

6. A: Is he coming on Wednesday?
B: Who?
A: John.
B: Coming when?
A: On Wednesday.
B: No. He's coming on Thursday.

7. A: What's your nationality?
B: Excuse me?
A: Where are you from?
B: Oh. Laos. I'm Laotian.

8. A: What's your ethnic background?
B: Excuse me. What does "ethnic background" mean?
A: Where do you come from?
B: Oh. I come from Cambodia. I'm Khmer.

SUGGESTED BY:

Lutheran Immigration and Refugee Service/American Council for Nationalities Service

1.6

COMPETENCY: Ask for clarification

LEVEL: E

GENERAL TECHNIQUE: Rejoinder drills

Estimated Time 20 minutes

Purpose To practice effective oral strategies for the clarification of information

Materials Pictures or real objects for section 2D below

Directions

1. The teacher reviews various clarification questions. For example,

Please repeat.	Could you please repeat?
Please say that again.	Could you please say that again?
Please speak slowly.	Could you please speak slowly?
Please spell it.	Could you please spell it?
Please explain it.	Could you please explain it?
Please show me.	Could you please show me?

Excuse me, what does _________ mean?

2. The teacher then makes a variety of brief statements and elicits the appropriate clarification from the students. For example,

A) Repeating/saying again:

T: Whu countri r ya frum? (Slurred speech)

S: Could you please say that again?

T: What country are you from?

S: Vietnam

B) Speaking slowly:

T: Please stand up and show me your ID card. (Spoken very quickly)

S: Please speak slowly.

T: Please stand up and show me your ID card.

S: Performs the action.

C) Meaning:

T: Please go to the board and write your nationality.

S: Excuse me, What does "nationality" mean?

T: It means the country you are from.

S: Performs task.

D) Meaning:

The teacher has unfamiliar objects or pictures of an unknown objects on a table. Things in the classroom that have not been taught previously can also be used.

T: Please give me an extension cord.

S: Please show me an extension cord.

T: Shows student.

S: Performs task.

Variation

- Any combination of clarification items can be required. For example,

  T: Please put the paper clip on the table. (Spoken very quickly)

The students must first ask if the teacher can speak slowly and then about the meaning of the paper clip. In examples such as 2C, students can be encouraged to ask for verbal explanations of words or phrases until the definition is clear.

1.7

SUGGESTED BY:

Lutheran Immigration and Refugee
Services/American Council
for Nationalities Service

COMPETENCY: Follow simple directions

LEVEL: A, B

GENERAL TECHNIQUE: Direction drills

Estimated Time	20 minutes
Purpose	To practice following simple directions

Directions

1. The teacher says and demonstrates simple commands. For example,

Stand up.	Open your book.
Sit down.	Close your book.

2. The teacher gives the direction and the students respond with the action. The students do not have to produce the language in this activity.
3. When the teacher is sure the students can react correctly to the directions, divide the class into two teams.
4. The teacher then gives the directions to the two teams. If any member of the team reacts incorrectly, the team does not get a point. The team with the most points is the winning team.

1.7

SUGGESTED BY:

Lutheran Immigration and Refugee Service/American Council for Nationalities Service

COMPETENCY: Follow simple directions

LEVEL: A, B, C, D

GENERAL TECHNIQUE: Direction drills

Estimated Time

30 minutes

Purpose

To practice following simple directions

Directions

1. The teacher says and demonstrates simple commands using very clear and consistent hand gestures. For example,

   Stand up.
   Sit down.
   Please listen.

   The commands can be broken up, i.e.,

   Stand (palms up) up (raising palms).
   Sit (palms down) down (lowering palms).

2. The teacher can catch students who may be following only the hand gestures and not the words by using the wrong hand movements while giving the commands.

Variation

- Add extra words the students know. For example,

  Men sit down.
  Women sit down.
  Married men stand up.
  Single women sit down.
  Vietnamese men stand up.

SUGGESTED BY: Center for Applied Linguistics	1.7 COMPETENCY: Follow simple directions LEVEL: A, B, C, D GENERAL TECHNIQUE: Direction drills

Estimated Time	1 hour
Purpose	To practice basic classroom commands
Directions	1. The teacher goes through commands demonstrating the corresponding actions, i.e., the teacher says, "Go to the blackboard " as s/he walks to the blackboard. The teacher goes through the entire set of commands without stopping as the students observe and listen three to four times. 2. The teacher asks for two to three volunteers to follow the teacher's directions. 3. The teacher models the commands; the students repeat. 4. The entire class gives the commands to the teacher as s/he follows the commands. 5. One student gives commands to another student who in turn follows. They reverse roles. This may be done with groups of students as well. 6. The teacher breaks the class into pairs and the two students practice giving each other the commands.

1.7

SUGGESTED BY: Lutheran Immigration and Refugee Service/American Council for Nationalities Service	COMPETENCY: Follow simple directions LEVEL: C, D, E GENERAL TECHNIQUE: Direction drills

Estimated Time

30 minutes

Purpose

To practice giving and understanding simple commands

To practice the present continuous tense

Directions

1. Demonstrate basic instructions within the classroom. For example,

Close the door.	Open the window.
Close your book.	Open your book.
Sit down.	Turn off the lights.

   Have the students practice saying and doing them.

2. Carry out activities yourself. Do them slowly and give a running commentary e.g., "I'm going to the blackboard," "I'm sitting down,"etc. Say each sentence clearly and repeat it at least once. The students only listen.

3. Have the students practice basic sentences. For example,

I'm writing.	I'm sitting.
I'm listening.	I'm talking.

4. Ask individual students to do some of the activities and have them give their own running commentary. The other students can help the student if needed.

5. Have the students do the actions again, asking "What am I doing?" and receiving the answer "You're ______________." from the other students. In the same way practice, "What's s/he doing?" "S/he's ______________."

6. Split the class into pairs or groups for further practice.

Variation

- Expand the basic sentences and drill as described above. For example,

  I'm writing on the blackboard.
  I'm listening to the teacher.
  I'm writing a letter.

SUGGESTED BY:

The Consortium:
Save the Children Federation
Experiment in International Living
World Education

1.8

COMPETENCY: Find out English for unknowns

LEVEL: B

GENERAL TECHNIQUE: Oral dialogues, written dialogues

Estimated Time	Varies according to the level of the students and the nature of the dialogue
Purpose	To practice utterances and responses appropriate and natural to the competency
Directions	See General Techniques: Oral dialogues. For more capable students or additional reinforcement, consider also using the technique, written dialogues.

B:

Dialogue #

1. A: What's that?
   B: It's a book.
   A: Is this a book?
   B: No, it's a magazine.
   A: How do you spell "magazine?"
   B: M-A-G-A-Z-I-N-E.

2. A: What are these?
   B: They're pens.
   A: Are those pens, too?
   B: No, they're magic markers.

1.9

SUGGESTED BY:

The Consortium
Save the Children Federation
Experiment in International Living
World Education

COMPETENCY: Observe classroom etiquette

LEVEL: B

GENERAL TECHNIQUE: Oral dialogues, written dialogues

Estimated Time	Varies according to the level of the students and the nature of the dialogue
Purpose	To practice utterances and responses appropriate and natural to the competency
Directions	See General Techniques: Oral dialogues. For more capable students or additional reinforcement, consider also using the technique, written dialogues.

B:

Dialogue #

1. A: Good morning, Mr. Wilder.
   B: Good morning, John. Please come in.
   A: I'm sorry I'm late.
   B: That's OK, John. Please sit down.
   A: Thank you.

SUGGESTED BY:

American Council for
Nationalities Service/Lutheran
Immigration and Refugee Service

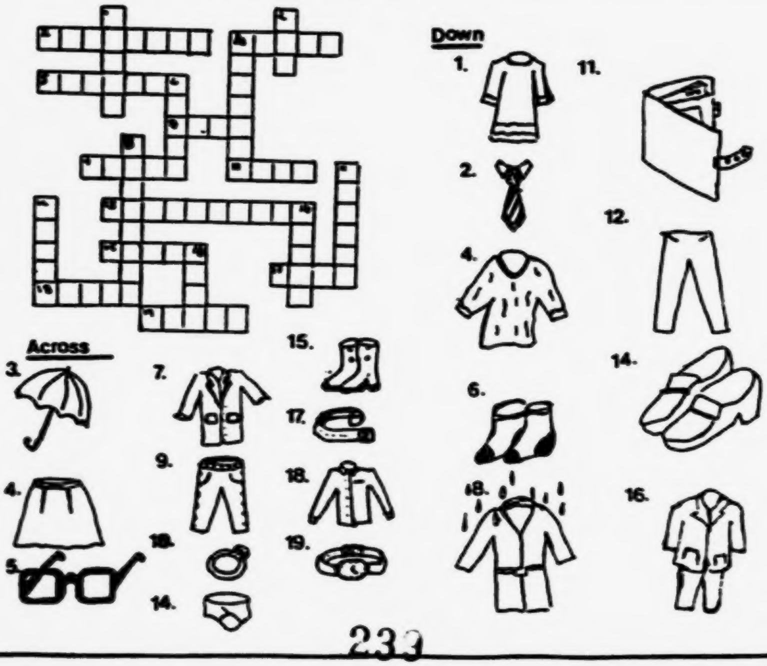
2.1

COMPETENCY: Clothing

LEVEL: C, D, E

GENERAL TECHNIQUE:

Estimated time	1/2 hour
Purpose	To practice the vocabulary of clothing
Materials	A copy of the crossword puzzle below for each student or for each pair or group of students
Directions	1. This activity assumes that clothing vocabulary has been taught. 2. Pass out the crossword puzzle and have the students individually or in groups or pairs work it. A time limit may or may not be given. If it is a new activity, an example should be given. 3. Correct the crossword puzzle as a class, with students correcting their own puzzles. Or have students exchange papers to correct. 4. Students can be called on to spell the answers.
Variation	• This activity can be done with any group of vocabulary words: food, house, etc.



ANSWERS

ACROSS

3	Umbrella
4	Skirt
5	Glasses
7	Coat
9	Jeans
10	Ring
13	Underpants
15	Boots
17	Belt
18	Shirt
19	Watch

DOWN

1	Dress
2	Tie
4	Sweater
6	Socks
8	Raincoat
11	Wallet
12	Pants
14	Shoes
16	Suit

SUGGESTED BY: Lutheran Immigration and Refugee Service/American Council for Nationalities Service	2.1 **COMPETENCY:** Clothing **LEVEL:** D, E **GENERAL TECHNIQUE:**

Estimated time	1/2 hour
Purpose	To provide practice with clothing vocabulary
Materials	A decoding sheet for each student, pair or group of students
Directions	1. This activity assumes that the vocabulary items for clothing have been presented. Pass out a decoding sheet to each student, pair or group of students. If this is a new activity, do a sample item. 2. Instruct the students to decode the words. 3. Students can correct their own papers or papers can be exchanged. 4. Students are asked to spell the answers.

Decoding Sheet

CLOTHING

A	B	C	D	E	F	G	H	I	J	K	L	M
1	2	3	4	5	6	7	8	9	10	11	12	13
N	O	P	Q	R	S	T	U	V	W	X	Y	Z
14	15	16	17	18	19	20	21	22	23	24	24	26

1. 19 8 9 18 20 _____ _____ _____ _____ _____

2. 16 1 14 20 19 _____ _____ _____ _____ _____

3. 19 15 3 11 19 _____ _____ _____ _____ _____

4. 10 5 1 14 19 _____ _____ _____ _____ _____

5. 19 23 5 1 20 5 18 ___ ___ ___ ___ ___ ___ ___

6. 19 1 14 4 1 12 19 _ _ _ _ _ _ _

7. 4 18 5 19 19 _ _ _ _ _

8. 3 15 1 20 _ _ _ _

9. 19 11 9 18 20 _ _ _ _ _

10. 3 12 15 20 8 9 14 7

_ _ _ _ _ _ _ _

Answers:

1. shirt
2. pants
3. socks
4. jeans
5. sweater
6. sandals
7. dress
8. coat
9. skirt
10. clothing

Variations

- This can be done with sight words, days of the week, months of the year, emergency words, food vocabulary, etc.
- This can be done with sentences, too.

SUGGESTED BY: International Catholic Migration Commission	2.1 **COMPETENCY:** Describe clothing needs **LEVEL:** C **GENERAL TECHNIQUE:**

Estimated time 1/2 hour

Purpose To practice the vocabulary of clothing

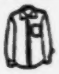
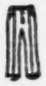
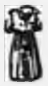
Materials Clothing items for men and women; flash cards with the vocabulary for the items written on them

Directions

1. Put the flascards on the brand and the clothing items on a table in front of the class.
2. Call on students to match the clothing item with the work.

Variations

- Scramble the words and clothing items and ask the students to match words and items.
- As a follow up, prepare a worksheet on which the students will match columns of words and pictures. For example,

Column A	Column B
1. pants	
2. shirt	
3. dress	
	

- This activity can be done with any category of vocabulary words: food, house, etc.

3.2

SUGGESTED BY:

The Consortium:
Save the Children Federation
Experiment in International Living
World Education

COMPETENCY: Locate facilities within housing

LEVEL: B, D

GENERAL TECHNIQUE: Oral dialogues, written dialogues

Estimated Time	Varies according to the level of the students and the nature of the dialogue
Purpose	To practice utterances and responses appropriate and natural to the competency
Directions	See General Techniques: Oral dialogues. For more capable students or additional reinforcement, consider also using the technique, written dialogues.

B:

Dialogue #

1. A: Here's your new apartment.
B: It's very nice. Where's the laundry?
A: It's in the basement.

D:

Dialogue #

2. A: This is a nice apartment.
B: I'm glad you like it.
A: Where's the laundry?
B: It's in the basement.
A: Is there an elevator?
B: No, you have to use the stairs.

3. A: May I see the apartment?
B: Sure.
A: Is it furnished?
B: It has a sofa, a chair, and two beds.
A: Where's the fire escape?
B: At the end of the hall.

SUGGESTED BY

The Consortium:
Save the Children Federation
Experiment in International Living
World Education

COMPETENCY	4.1 Describe food needs
LEVEL	B, C, D
GENERAL TECHNIQUE	Oral dialogues, written dialogues

Estimated Time	Varies according to the level of the students and the nature of the dialogue
Purpose	To practice utterances and responses appropriate and natural to the competency
Directions	See General Techniques: Oral dialogues. For more capable students or additional reinforcement, consider also using the technique, written dialogues.

B:

Dialogue #

4. A: Are you hungry?
   B: Yes, I am.
   A: What do you want?
   B: An apple.

5. A: Are you hungry?
   B: No, I'm not.
   A: Are you thirsty?
   B: Yes, I am.

6. A: I'm hungry.
   B: What do you want to eat?
   A: I want an apple.
   B: Red or green?
   A: Red, please.
   B: Here.

7. A: I'm hungry.
   B: What do you want?
   A: Some fruit.
   B: An apple or a banana?
   A: An apple.
   B: Here you are.

8. A: I'm thirsty.
   B: What do you want to drink?
   A: Some coffee, please.
   B: With milk and sugar?
   A: No, black.

9. A: I'm hungry.
B: Do you want a sandwich?
A: Yes, please.
B: Here you are.

10. A: I'm thirsty.
B: Do you want some tea?
A: Yes, please.
B: Hot or cold?
A: Hot.
B: Here you are.

C:

Dialogue #

11. A: Are you hungry?
B: Yes, I am.
A: Have an apple.
B: Thanks.

12. A: Are you thirsty?
B: Yes, I am.
A: Have some juice.
B: Thanks.

13. A: Have a banana.
B: No, thanks. I'm not hungry.
A: Would you like some juice?
B: Yes, please.

14. A: Have some juice.
B: No, thanks. I'm not thirsty.
A: Would you like a sandwich?
B: No, thanks. I'm not hungry, either.

15. A: I'm hungry.
B: Me, too. Let's eat. What do you want?
A: Some fruit?
B: Do you want a banana?
A: Yes, please.
B: Here you are. I want an orange.

D:
16. A: Are you hungry?
B: Yes, I am. I'm thirsty, too.
A: What do you want to eat?
B: I want a bowl of noodles.
A: That sounds good. What do you want to drink?
B: Some Coke.
A: Me, too.

4.1

SUGGESTED BY: International Catholic Migration Commission	COMPETENCY: Describe food needs LEVEL: C, D, E GENERAL TECHNIQUE:

Estimated time	1 hour
Purpose	To practice food vocabulary
Materials	A copy of the food anagram below for each student or for each pair or group of students
Directions	1. This activity assumes that food vocabulary has been.taught. 2. Pass out the anagram and have the students individually or in groups or pairs work it. If it is a new activity, an example should be given. 3. Correct the anagram as a class with students correcting their own anagrams. Or have students exchange papers to correct. 4. Students can be called on to spell the answers.

A	P	P	L	E	C	W	Y
T	M	S	F	I	H	J	N
E	B	U	T	T	E	R	U
A	E	G	O	M	E	A	T
F	A	A	N	B	S	D	S
I	N	R	I	C	E	G	G
S	S	T	O	M	A	T	O
H	M	A	N	G	O	I	L

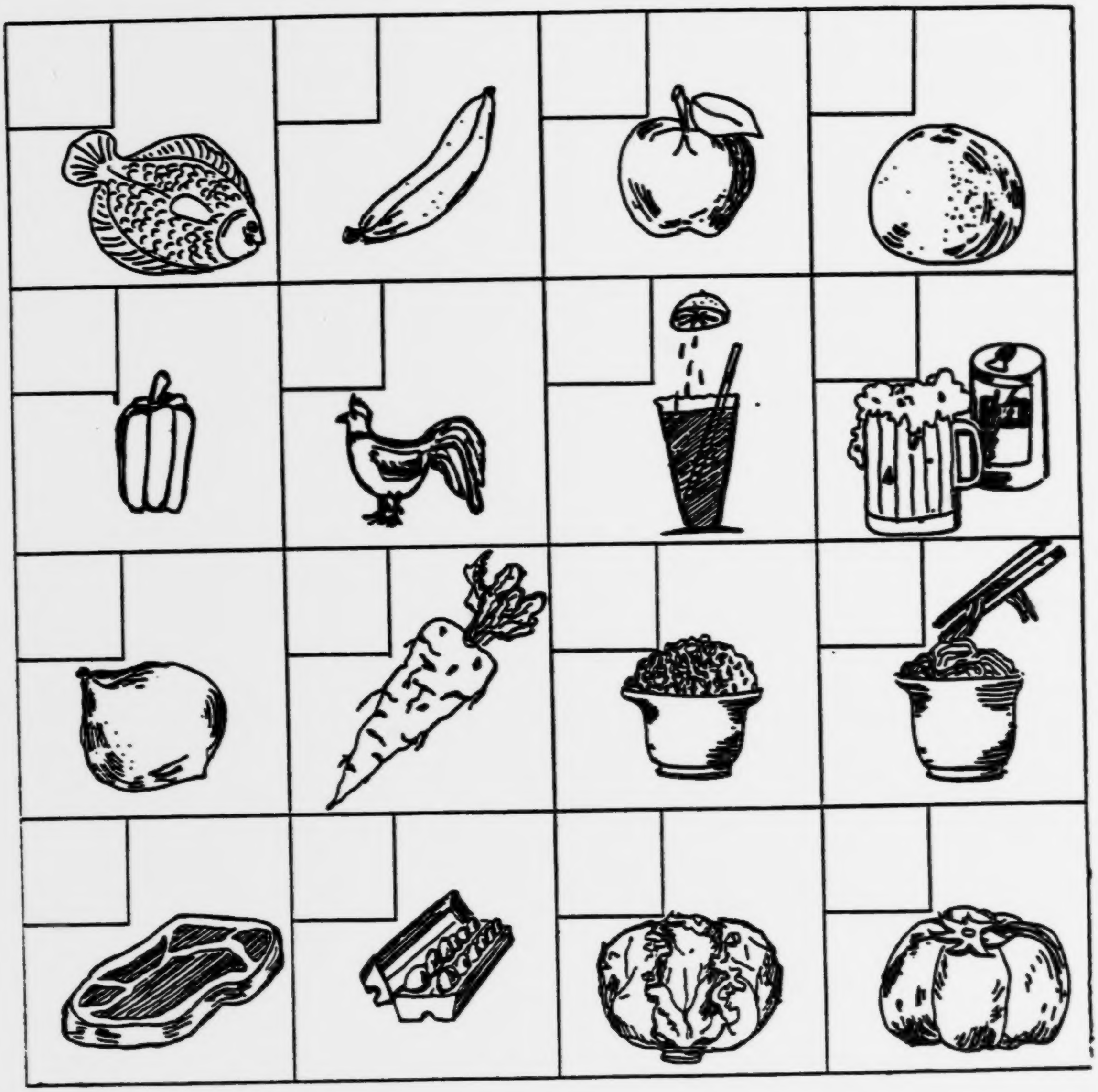
Answers : apple cheese butter meat fish nuts tomato

rice egg beans sugar onion mango

oil tea

SUGGESTED BY: Lutheran Immigration and Refugee Service/American Council for Nationalities Service	4.1, 4.2 **COMPETENCY:** Food **LEVEL:** C **GENERAL TECHNIQUE:**

Estimated time	1/2 hour
Purpose	To practice recognition/production of food vocabulary
Materials	A worksheet for each student in the class; a large version of the sheet on the board or a sheet of paper
Directions	1. This is a review sheet for food vocabulary. If this is a new activity for the class, the teacher should demonstrate what to do. The student must place the number of the food item in the correct picture. Number 1 goes in the picture with the chicken, etc. 2. The teacher should circulate to see that everyone is doing the activity correctly. Students may work alone, or be assigned in pairs or groups. 3. The students may correct their own sheets or exchange papers. Students volunteer to come up and place the correct answers on the sheet in front of the class. Students may be asked to spell the vocabulary word.
Variation	• This can be done to review any set of vocabulary words.



1) **Chicken**
2) **Apple**
3) **Fish**
4) **Rice**
5) **Cabbage**
6) **Eggs**
7) **Juice**
8) **Pork**
9) **Noodles**
10) **Tomato**
11) **Beer**
12) **Green pepper**
13) **Lemon**
14) **Orange**
15) **Corrot**
16) **Banana**

4.2

SUGGESTED BY: The Consortium: Save the Children Federation Experiment in International Living World Education	**COMPETENCY:** Describe food preferences **LEVEL:** B, C, D **GENERAL TECHNIQUE:** Oral dialogues, written dialogues

Estimated Time
Varies according to the level of the students and the nature of the dialogue

Purpose
To practice utterances and responses appropriate and natural to the competency

Directions
See General Techniques: Oral dialogues. For more capable students or additional reinforcement, consider also using the techniques, written dialogues.

B:

Dialogue #

1. A: I'm hungry.
B: Do you want an apple?
A: No, thanks. I don't like apples.
B: Do you like bananas?
A: Yes.
B: Here you are.
A: Thank you.

2. A: I'm hungry.
B: Do you want some cheese?
A: No, thanks. I don't like cheese.
B: What do you like?
A: I like chicken.
B: OK. Here's a chicken sandwich.
A: Thank you.

3. A: I'm thirsty.
B: Do you want some Coke?
A: No, thanks. I don't like Coke.
B: What do you like?
A: I like tea.

4. A: Do you like fish?
B: Yes, I do.
A: Do you want some?
B: Yes, please.

5. A: Do you like apples?
B: Yes, I like apples very much.
A: Do you want one?
B: No, thanks. I'm not hungry.

C:

Dialogue #

3. A: I'm thirsty.
B: Do you want some Coke?
A: No, thanks. I don't like Coke.
B: What do you like?
A: I like tea.

3X. B: I'm sorry. I don't have any tea.
How about some coffee?
A: Yes, please.
B: Here you are.
A: Thank you.

D:

Dialogue #

4. A: May I have some Coke?
B: I'm sorry. I don't have any Coke.
How about some milk?
A: I don't like milk. Do you have any juice?
B: Do you like orange juice?
A: Yes. That's fine.
B: Here you are.
A: Thank you.

SUGGESTED BY: The Consortium: Save the Children Federation Experiment in International Living World Education	4.2, 4.3 **COMPETENCY:** Describe food preferences, select and pay for food **LEVEL:** All **GENERAL TECHNIQUE:** Rejoinder drills

Estimated Time

Varies with level

Purpose

To practice appropriate responses to:

What (do) you like to eat/drink?
(would)

OR

What do you want to buy?

To practice asking the price of and paying for food.

Materials

Pictures of food or food containers, plastic food or actual food, containers of food; play money or real money.

Directions

1. The teacher shows a representation of food or the actual food item and teaches the names, if not already known.

2. The students are arranged in a circle and given a representation of a food item or the actual item and play or real money.

3. The teacher asks one student, "What would you like to eat/drink?" and invites the student to choose an item that someone in the group has. The student picks an item and responds with "I'd like a banana." The student having the item gives it to the student requesting it. This step is practiced as many times as is needed for mastery.

4. The teacher "steps out" and the students ask one another, "What would you like?" The students respond to one another.

5. The teacher enters the circle again, placing a price tag on each food item. S/he asks the student "What do you want to buy?" The student chooses an item and responds with, "I'd like to buy milk. "How much is it?" The reply and item are given and the student either gives the appropriate amount of money or receives change.

6. After sufficient practice the teacher steps out and the students continue.

Note

For lower level classes:

Work first with only items of food and then in a subsequent lesson introduce containers of food using this technique. Do not mix the two if the vocabulary is being introduced for the first time. Give the students time to master one thing at a time before mixing the categories.

4.3

SUGGESTED BY:

The Consortium:
Save the Children Federation
Experiment in International Living
World Education

COMPETENCY:	Select and pay for food within a setting familiar to a Southeast Asia Refugee
LEVEL:	B, D
GENERAL TECHNIQUE:	Oral dialogues, written dialogues

Estimated Time	Varies according to the level of the students and the nature of the dialogue
Purpose	To practice utterances and responses appropriate and natural to the competency
Directions	See General Techniques: Oral dialogues. For more capable students or additional reinforcement, consider also using the technique, written dialogues.

B:

Dialogue #

1. A: How much is this?
   B: It's 49 cents.
   A: Here you are.
   B: Thank you.

2. A: How much are oranges?
   B: They're 15 cents each.
   A: I want three.
   B: That's 45 cents, please.
   A: Here's 50 cents.
   B: Here's your change.

3. A: How much are these?
   B: They're 33 cents each.
   A: Give me three, please.
   B: That's 99 cents.

D:

Dialogue #

4. A: I need some oranges. How much are they?
   B: Large oranges are 15 cents each. Small ones are 10 cents each.
   A: I want three large ones, please.
   B: Here you are. That's 45 cents.
   A: Here's a dollar.
   B: Thank you. Here's your change.

SUGGESTED BY:

Center for Applied Linguistics

5.2, 13.1

COMPETENCY: Medical help and job: appointment

LEVEL: All

GENERAL TECHNIQUE: Oral and written dialogues

Estimated time

Varied according to level

Purpose

To practice making appointments
To insure understanding of time periods

Materials

A two month calendar, either on a large sheet or drawn on the board

Directions

1. The teacher points out on the calendar the following time periods:

this week
this month
next week
next month
in ____ weeks/months
on Friday
next Monday
on the (10th)
on the (21st) of this/next month

The teacher can place a moveable star on the correct day/date or cover over with a piece of paper an extended period of time.

2. The following dialogue is practiced on two telephones in front of the class:

A: Hello.
B: Hello. I'd like to make an appointment.
A: Can you come ____________?

3. The student is then asked to verify the correct time for the appointment by pointing it out on the calendar.

Note

For higher levels the dialogue can be expanded or "free" conversation permitted.

SUGGESTED BY: The Consortium: Save the Children Federation Experiment in International Living World Education	5.1 COMPETENCY: Explain medical problem LEVEL: B, C, D GENERAL TECHNIQUE: Oral dialogues, written dialogues

Estimated Time	Varies according to the level of the students and the nature of the dialogue
Purpose	To practice utterances and responses appropriate and natural to the competency
Directions	See General Techniques: Oral dialogues. For more capable students or additional reinforcement, consider also using the technique, written dialogues.

B:

Dialogue #

1. A: What's the matter?
   B: My arm hurts.
   A: Where does it hurt?
   B: Here.

2. A: How do you feel?
   B: I'm sick.
   A: What's the matter?
   B: I have a cold.

3. A: What's the matter?
   B: I'm sick. I need a doctor.
   A: OK. I'll call one. Please lie still.

C:

Dialogue #

4. A: What's the matter?
   B: I feel sick.
   A: Do you have a fever?
   B: I think so.
   A: Let me see.

D:

Dialogue #

5. A: What's the matter?
   B: My shoulder hurts.
   A: Too bad. What happened?
   B: I fell on the ice.

6. A: Good morning. How are you today?
B: I'm OK, but my tooth hurts.
A: Let me see. Which one?
B: Right here. On top.
A: Yes. I think you have a cavity.
B: What will you do?
A: Well, I have to fill it. It's not too serious.

7. A: What's the matter?
B: My stomach hurts.
A: Where does it hurt?
B: Here.
A: When did the pain start?
B: This morning.
A: Does it hurt when I touch it?
B: YES!

SUGGESTED BY:

The Consortium:
Save the Children Federation
Experiment in International Living
World Education

5.2

COMPETENCY: Getting medical help

LEVEL: B, C, D, E

GENERAL TECHNIQUE: Oral dialogues, written dialogues

Estimated Time	Varies according to the level of the students and the nature of the dialogue
Purpose	To practice utterances and responses appropriate and natural to the competency
Directions	See General Techniques: Oral dialogues. For more capable students or additional reinforcement, consider also using the technique, written dialogues.

B:

Dialogue #

1. A: Dr. Gray's office.
   B: Hello. This is Larry Zelinski.
   Can I make an appointment.
   A: Can you come on Tuesday at 3:00?
   B: Yes, I can. Thank you.
   A: See you then. Good-bye.
   B: Good-bye.

2. A: Help! Emergency! Where's the hospital?
   B: It's on First Street.
   A: How far?
   B: About five minutes by car.
   A: Thank you.

3. A: Help! My wife is sick. Please call
   an ambulance.
   B: OK. What's your name?
   A: Ken Dawson.
   B: What's your address?
   A: 742 Elm Lane.
   B: OK. Wait there.
   A: Thank you.

4. A: Where's the emergency room?
   B: Over there. What's the matter?
   A: I cut my finger.
   B: Please wait there.

5. A: I need a doctor.
B: What's the matter?
A: My son cut his arm.
B: Is it serious?
A: Yes, it is.

C:

Dialogue #

6. A: I want to see the doctor.
B: Do you have an appointment?
A: No, this is an emergency.
B: What's the matter?
A: My stomach hurts very much.
B: Please come this way.

D:

Dialogue #

7. A: I want to see the doctor.
B: Do you have an appointment?
A: Yes, I do. At three o'clock.
B: What's your name?
A: Larry Zelinski.
B: Yes, Mr. Zelinski. Please take a seat.
The doctor will see you in a few minutes.

8. A: Operator.
B: Help! Ambulance! My son is sick.
A: One moment. I'll connect you.
C: Police Department.
B: Help! Ambulance! My son is sick.
C: What's the matter?
B: Very high fever.
C: Where are you?
B: 1833 Seventh Street.
A: What is your name, please?
B: John Doe.
C: The ambulance will come immediately.
B: Thank you. Good-bye.
C: Good-bye.

E:

Dialogue #

9. A: Dr. Brown's office.
B: This is Sovann Tha. I need an appointment.
A: Yes. How about next Monday?
B: Can I come today? My stomach hurts.
I feel terrible.

A: The doctor's very busy today, but come about 2:30. I think she can see you.
B: OK, I'll come then.
A: Good. See you this afternoon, then, Mr. Tha.
B: Thank you. Good-bye.
A: Good-bye.

10. A: Operator.
B: This is an emergency. I need the police.
A: One moment, please.
C: Police Department.
B: This is an emergency. Please send an ambulance.
C: What happened?
B: My daughter fell. Her head is bleeding.
C: Give me your name and address, please.
B: George Allen. 614 Pine Street
Apartment 4A.
C: What's the phone number?
B: 347-6952. Please hurry.
C: We'll send the ambulance immediately.
B: Thank you. Good-bye.
C: Good-bye.

SUGGESTED BY: International Catholic Migration Commission	5.2 COMPETENCY: Get medical help LEVEL: C GENERAL TECHNIQUE: Notes: Rods

Estimated time	45 minutes
Purpose	To practice asking for giving directions to secure medical help
Materials	Rods, labels for the rods
Directions	1. The following is the dialogue used with this activity:

A: Excuse me. (Where is the hospital?
(How can I get to the hospital?

B: Go three blocks. Turn left at the corner.
It's beside the post office.

A: Thank you.

B: You're welcome.

As well, other direction expressions should have been presented:

Turn right.
On the corner of ______ and ________.
At ___address___ .

Vocabulary such as "drugstore" and "clinic" should have been presented.

2. Construct a map with streets, corners, blocks, buildings represented by rods. Tape the names of buildings, streets, etc. on the rods. Choose two rods and assign them names. Have them "talk" and move through the above dialogue.
3. Have students move the rods through the dialogue.
4. Substitute other words in the first line; "clinic," "drugstore." Have other students perform the dialogue and move the rods.
5. Change the map or have the students change it. Repeat the activity with a new map.

Variation	- After the class has seen and practiced the dialogue and rod activity, the class can be divided into groups. Each group can be given rods and labels and instructed to make a map. They would then repeat the activity. The teacher can circulate, giving help where necessary.

SUGGESTED BY:

The Consortium:
Save the Children Federation
Experiment in International Living
World Education

5.1

COMPETENCY:	Explain medical problems, i.e., symptoms, illnesses, injuries
LEVEL:	D (can be adapted for lower levels)
GENERAL TECHNIQUE:	Oral dialogues and role play

Estimated Time	1 1/2 hours
Purpose	To practice identification of medical problems
Materials	Signs "doctor," "hospital," "clinic"; pictures showing people with different medical problems

Directions

1. Review parts of the body by asking a volunteer to draw a body on the board and by asking other students to label parts of the body.
2. Review previously learned medical problems. For example,

   headache
   stomachache
   backache
   earache
   toothache
   sore foot
   sore arm
   sore throat

3. The teacher asks the students to state the names of the medical problems in a series of pictures s/he shows to the class.
4. The teachers and students practice the following dialogue together:

   A: What's the matter?/What's wrong?/What's the problem?/ How do you feel today?

   B: I have ____________________________.

   A: How long have you had ____________________?

   B: Two weeks. (Or some length of time)

5. The teacher asks three to four students to act as doctors. S/he puts the signs "doctor," "hospital," "clinic" on their desks.
6. The teacher hands out the picture with the medical problems to the rest of the class.

7. The students role play doctor and patient using the dialogue in Step 4.

8. The teacher circulates about the room giving encouragement and corrections.

9. The teacher asks students to exchange pictures or roles.

Variation

- The teacher may want to write the dialogue on the blackboard to help the students' recall before they are asked to act out the lines.

Note

For lower level classes:

The number of ways the question is asked in the first line of the dialogue should be limited as should the number of medical problems in the activity. Instead of the third line, the "doctor" may point to a calendar/clock and say "Sick one day?" or "How long?"

SUGGESTED BY: The Experiment in International Living/Save the Children Federation	5.1 COMPETENCY: Explain medical problems, i.e. symptoms, illnesses, injuries LEVEL: E GENERAL TECHNIQUE:

Estimated Time

45 minutes

Purpose

To practice asking/answering questions about medical problems

Materials

About ten cards on which are written medical problems; cards on which are written the names of the groups (Optional)

Directions

1. Questions such as the following should be taught/reviewed.

How are you feeling?

Where does it hurt?

Is it a contagious illness?

Should you be in the hospital?

How long have you been sick?

What should you take?

Should you go to the dentist?

Should you go to an eye specialist?

Should you go to a neurologist?

These are only suggested questions. The students can ask their own questions as well.

2. The students are divided into four or more groups. Each group can have a name and name card. (Optional)

3. One group comes to the front of the class. The teacher gives the group one of the cards on which the name of a medical problem is written.

4. The other groups try to guess the name of the medical problem by asking the questions they have gone over in Step 1. The group in front of the class responds by giving short answers to the questions, thereby prompting more questions.

5. The team that guesses the medical problem the quickest is the winner. The winning team then replaces the team in front of the room.

SUGGESTED BY:

The Consortium:
Save the Children Federation
Experiment in International Living
World Education

6.1

COMPETENCY: Locate means of transportation

LEVEL: B, C, D

GENERAL TECHNIQUE: Oral dialogues, written dialogues

Estimated Time	Varies according to the level of the students and the nature of the dialogue
Purpose	To practice utterances and responses appropriate and natural to the competency
Directions	See General Techniques: Oral dialogues. For more capable students or additional reinforcement, consider also using the technique, written dialogues.

B:

Dialogue #

1. A: Where's the bus stop?
B: Where are you going?
A: Downtown.
B: On the corner.

2. A: Which bus goes to Westgate, please?
B: Number 8.
A: Where's the bus stop?
B: Over there.

3. A: Does bus number 8 stop here?
B: No, it doesn't.
A: Where does it stop?
B: Around the corner.

4. A: Does bus number 8 stop here?
B: Yes, it does.
A: When's the next bus?
B: Tomorrow morning.

5. A: When's the next bus to Sundale?
B: Eleven o'clock.
A: Where does it stop?
B: On Second Street.

6. A: Where's the bus station?
B: On Ash Road.
A: Where's that?
B: That way.

C:

Dialogue #

7. A: Does the downtown bus stop here?
   B: No, it stops over there.
   A: When's the next bus?
   B: I don't know. Look at the schedule.

8. A: When's the next bus to Lakeview?
   B: Ten o'clock.
   A: What time is it now?
   B: Nine-fifteen.
   A: Oh, dear! I'll be late.
   B: Take a taxi.
   A: I will.

D:

Dialogue #

9. A: Please send a taxi to 911 Sixth Avenue.
   B: Where are you going?
   A: To Central High School.
   B: OK. Right away.

6.2

SUGGESTED BY:

The Consortium:
Save the Children Federation
Experiment in International Living
World Education

COMPETENCY: Locate a place/ directions

LEVEL: All

GENERAL TECHNIQUE: Direction drills

Estimated Time

15 - 30 minutes

Purpose

To respond appropriately to directions regarding place

Materials

Obstacles, such as chains, wastepaper baskets, people, desks, etc.

Directions

1. The teacher demonstrates phrases such as:

   Go straight ahead.
   Turn left.
   Turn right.
   Stop.

2. An obstacle course is set up with anything that would block a straight path. (This activity can be called "Airport Obstacle Course." In this case the obstacle course becomes the "runway.")

3. The students stand at the end of the obstacle course. They are blindfolded.

4. The teacher, and then eventually the students themselves, direct a blindfolded student ("airplane") down the course with the directions. "Stop" is an essential command in this game.

Variations

- This game can be played as competition with two teams trying to get their "airplanes" down the "runway" as quickly as possible.

  Additional language can be practiced with directions such as, "Take four steps and then turn left."

7.1

SUGGESTED BY:

The Consortium:
Save the Children Federation
Experiment in International Living
World Education

COMPETENCY: Describe work experience

LEVEL: B, D

GENERAL TECHNIQUE: Oral dialogues, written dialogues

Estimated Time

Varies according to the level of the students and the nature of the dialogue

Purpose

To practice utterances and responses appropriate and natural to the competency

Directions

See General Techniques: Oral dialogue. For more capable students or additional reinforcement, consider also using the technique, written dialogues.

B:

Dialogue #

1. A: Good morning.
   B: Good morning, My name is Akio Matsui. I need a job.
   A: Do you have a job now?
   B: No, not yet.
   A: Where are you from Mr. Matsui?
   B: I'm from Japan.
   A: What did you do in Japan?
   B: I was a farmer.

2. A: Good afternoon.
   B: Good afternoon.
   A: I want a job.
   B: Do you have a job now?
   A: Yes, I'm a clerk.
   B: What do you do as a clerk?
   A: I file papers.

3. A: Where did you work in Burma?
   B: In a jewelry shop.
   A: What was your job?
   B: I was a jeweller.
   A: What did you do?
   B: I made necklaces.

4. A: Did you work in India?
   B: Yes, I was a farmer.
   A: How long were you a farmer?
   B: For three years.
   A: When?
   B: From 1971 to 1974.

D:

Dialogue #

5. A: Where did you work in Burma?
B: In a jewelry shop.
A: Was it your own shop?
B: No. I worked for my uncle.

6. A: What's your present job?
B: I'm a factory worker.
A: Where?
B: At Union Steel.
A: What was your last job?
B: Do you mean before Union Steel?
A: That's right.
B: I was a farmer.
A: Where?
B: In Laos.

SUGGESTED BY:

The Consortium:
Save the Children Federation
Experiment in International Living
World Education

7.2

COMPETENCY: Describe skills

LEVEL: B

GENERAL TECHNIQUE: Oral dialogues, written dialogues

Estimated Time	Varies according to the level of the students and the nature of the dialogue
Purpose	To practice utterances and responses appropriate and natural to the competency
Directions	See General Techniques: Oral dialogues. For more capable students or additional reinforcement, consider also using the technique, written dialogues.

B:

Dialogue #

1. A: Can you cook?
   B: Yes, I can. Why?
   A: I'm hungry.
   B: Sorry. I'm busy.

2. A: Can you play the guitar?
   B: No, I can't. Why?
   A: I like music.
   B: I do, too. I can sing.

3. A: Can you speak French?
   B: Yes, I can.
   A: Can you speak Chinese?
   B: No, but I can read it.

SUGGESTED BY:

The Consortium:
Save the Children Federation
Experiment in International Living
World Education

7.3

COMPETENCY:	Describe educational background
LEVEL:	B, D
GENERAL TECHNIQUE:	Oral dialogues, written dialogues

Estimated Time	Varies according to the level of the students and the nature of the dialogue
Purpose	To practice utterances and responses appropriate and natural to the competency
Directions	See General Techniques: Oral dialogues. For more capable students or additional reinforcement, consider also using the technique, written dialogues.

B:
Dialogue #

1. A: Did you go to school in Japan?
   B: Yes.
   A: How long?
   B: Five years.
   A: When?
   B: From 1963 to 1968.
   A: Where?
   B: In Tokyo.

2. A: Did you have a job in Tibet?
   B: No. I was a student.
   A: What did you study?
   B: Medicine.

D:
Dialogue #

3. A: What school did you go to?
   B: High school.
   A: Did you graduate?
   B: No. I completed 2 years.
   A: What did you study?
   B: Chemistry.

7.3

SUGGESTED BY: International Catholic Migration Commission	COMPETENCY: Describe educational background LEVEL: C GENERAL TECHNIQUE: Direction drills

Estimated time	1 hour
Purpose	To practice filling in a form for a job which includes educational background
Materials	Three or more forms on large sheets of paper; individual forms for the class (See sample)
Directions	See General Techniques: Direction Drills

1. The teacher places one of the forms on a large sheet of paper on the board and does a Direction Drill using the following:
    1. Write today's date on the first line.
    2. Fill in your name and address.
    3. Check the correct box for sex.
    4. Write in your nationality.
    5. Fill in age and date of birth.
    6. Fill in educational background.
    7. Write in languages spoken.
    8. Sign your name clearly at the bottom.
2. Then the teachers asks three more students to come to the front of the room and fill out large forms while the individual forms are handed to the rest of the students in their places.
3. The directions are repeated by the teacher.
4. The teacher and class then check the work of the students in front of the class.
5. Individual forms can be corrected by the students individually or in pairs or the teacher can collect them and go over them herself/himself.

Variation

- The form can include spaces for any information that the teacher wishes, e.g., work experience, skills, boxes for job preference, etc.

Note

The students do not need to learn how to give these directions, only follow them. Therefore, they do not have to practice saying #1-9.

SAMPLE FORM:

______________ Date

Name: ______________________________
First Last Middle

Address: ______________________________
No. Street City

____
State ZIP Code

Sex: M ☐ F ☐ Nationality: ____________

Age: ________ Date of Birth: ____________

EDUCATION:

School	Place/Location	Year

Languages Spoken: ____________________

____
Signature

7.1, 7.2, 7.3

SUGGESTED BY:

The Experiment in International Living/Save the Children Federation

COMPETENCY: Describe work experience skills, educational background

LEVEL: D (can be adapted to all levels)

GENERAL TECHNIQUE: Concentric circle drills

Estimated Time	1/2 hour
Purpose	To ask/answer questions about jobs, skills, experience
Material	Blackboard
Procedure	See Concentric Circle Drills in General Techniques for a description of procedure

1. Some suggested questions for this activity are:

Did you have a job in (Cambodia
(Vietnam ?
(Laos

What did you do in (Vietnam
(Cambodia ?
(Laos

Where did you work in (Cambodia
(Vietnam ?
(Laos

When did you (work in (Vietnam
(study (Cambodia ?
(Laos

How long did you (work ?
(study

What did you do in your job?

What did you study?

What can you do?

What languages can you speak?

Did you go to school in (Cambodia
(Vietnam ?
(Laos

How many years did you go to school?

Where did you go to school?

What grade did you finish?

Variation

- After five or six questions the teacher may erase one sentence, starting with the first each time a new question is added.

What we like about this activity:

The students become so involved in this activity that they forget about speaking in their own language. There is a lot of peer correction taking place which is also in English. Because the questions and answers are repeated many times, the students gain confidence and speak more naturally and easily, and having a new partner each time keeps their interest although the questions are the same. After the first time two or three questions, the students are very relaxed and begin greeting each other in English before moving to the list of questions.

8.1

SUGGESTED BY: The Consortium: Save the Children Federation Experiment in International Living World Education	COMPETENCY: Locate food items LEVEL: B, C, D GENERAL TECHNIQUE: Oral dialogues, written dialogues

Estimated Time: Varies according to the level of the students and the nature of the dialogue

Purpose: To practice utterances and responses appropriate and natural to the competency

Directions: See General Techniques: Oral dialogues. For more capable students or additional reinforcement, consider also using the technique, written dialogues.

B:

Dialogue #

1. A: Where's the rice?
   B: It's on aisle 2B.
   A: Where's aisle 2B?
   B: Over there.

2. A: Where are the bananas?
   B: They're in the produce section.
   A: Where's the produce section?
   B: Over there.

3. A: Where's the rice?
   B: It's above the sugar.
   A: Where's the sugar?
   B: On aisle 3A.

4. A: Where's the ice cream?
   B: It's in the freezer.
   A: Where's the freezer?
   B: It's on the last aisle.

C:

Dialogue #

5. A: Where's the sugar?
   B: It's on aisle 4.
   A: Please help me. I can't find it.
   B: OK....
   Sorry. We're out.

6. A: Where are the bananas?
B: In the produce section.
A: I can't find them. Please help me.
B: Sure.
Here they are.
A: Oh, thank you.

7. A: I can't find the fish.
B: It's in the meat section.
A: Where?
B: Between the pork and beef.

D:

Dialogue #

8. A: Where can I find the salt?
B: On aisle 9.
A: Where?
B: On the bottom shelf.

9. A: Can I help you?
B: I'm looking for the sugar.
A: Sorry, we're out.
B: When will you get more?
A: Next week.

10. A: Where are the large cans of juice?
B: What kind?
A: Orange.
B: There. Below the small cans.

11. A: Did you get the corn?
B: No, I couldn t find it.
A: It's with the canned vegetables.
B: I'll look again.

SUGGESTED BY:

The Experiment in International Living/Save the Children Federation

8.1

COMPETENCY:	Locate food items in a supermarket
LEVEL:	A (can be adapted for all levels)
GENERAL TECHNIQUE:	Role play

Estimated Time

35 minutes

Purpose

To ask/answer questions about the location of things in a supermarket

Materials

Desks or tables and realia/representations - supermarket items

Directions

1. Arrange the desks/tables in such a way so as to form aisles in a supermarket. Put numbers on the aisles. Hide supermarket items in the desks or under the tables according to their sections.

2. The teacher gives a map of the location of items to a "manager" or "clerk" who is standing in the classroom. (There may be more than one manager/clerk.)

3. The rest of the class is outside. They are the "shoppers." They enter one by one and ask the manager/clerk about the location of items. The shopper goes and finds the items according to the directions given. For example,

   A. I want to buy __________. (Where is it?
   (Where are they?

   B. (It's
   (They're on aisle number__________.

4. After the shoppers finish shopping, they exchange places with the clerks/managers.

Variation

- Another student can be the cashier. The purchases are checked out and paid for with play or real money. All of the supermarket items must have prices on them.

  A. How much is the total?

  B. It's $ __________. (¢)

What we like about this activity:

It facilitates the students understanding the numbering of aisles and reinforces items previously taught.

It is a picture of a real supermarket. There are price labels on all items, there is a cashier, and items must be found according to the section or aisles.

During the activity the students really use English, although quite restricted to the language that has been studied.

8.2

SUGGESTED BY:

The Consortium:
Save the Children Federation
Experiment in International Living
World Education

COMPETENCY:	Select food
LEVEL:	B, C, D
GENERAL TECHNIQUE:	Oral dialogues, written dialogues

Estimated Time	Varies according to the level of the students and the nature of the dialogue
Purpose	To practice utterances and responses appropriate and natural to the competency
Directions	See General Techniques: Oral dialogues. For more capable students or additional reinforcement, consider also using the technique, written dialogues.

B:

Dialogue #

1. A: How much are oranges?
   B: They're 3 for 66 cents.
   A: Give me six, please.
   B: That's $1.32.

2. A: How much is chicken?
   B: It's 64 cents a pound.
   A: I need about two pounds.
   B: OK.

3. A: Can I help you?
   B: I want two pounds of nuts.
   A: What kind?
   B: Peanuts.
   A: Here you are. Pay the cashier.

4. A: How much is this?
   B: It's 98 cents.
   A: Is there a small one?
   B: Yes. It's 64 cents.

C:

Dialogue #

5. A: How much are large eggs?
   B: 89 cents a dozen.
   A: How much are small?
   B: 69 cents.
   A: I want two dozen large.

6. A: How much is milk?
B: 99 cents a half-gallon.
A: That's too much.
B: Here's some for 79 cents.
A: That's good. I need a gallon.

7. A: How much is lettuce?
B: 39 cents a head.
A: Is it fresh?
B: Not very.
A: I don't want it.

8. A: How much is shampoo?
B: 99 cents a bottle.
A: Is there a small bottle?
B: Yes. It's 59 cents.
A: I'll take it.

D:

Dialogue #

9. A: Are large eggs on sale today?
B: Do you have a coupon?
A: Yes, I do. Where are the eggs?
B: In the dairy case. At the end.

10. A: Are these beans good?
B: Yes, but this kind is cheaper.
A: How much?
B: 15 cents a can.

SUGGESTED BY:

The Experiment in International Living/Save the Children Federation

8.3

COMPETENCY: Pay for food

LEVEL: A, B, C, D

GENERAL TECHNIQUE: Role play

Estimated Time	1 hour
Purpose	To ask/answer questions about the prices of food items To compute a food bill
Materials	For each group of four in the class: Three shoppers' envelopes in which there is a set of cards indicating both the item and the quantity/quality of item purchased. Discount coupons for one or two items can also be included. One cashier's envelope with a set of cards including all of the items with the same information as found in the three shoppers' envelopes. As well prices are given on the cashier's cards.

Directions

1. The class is divided into groups of four.
2. In each group, three people receive shopper's envelopes, and one receives a cashier's envelope.
3. Shopper #1 asks the cashier,

   How much is/are a/the ____________?

4. The cashier answers,

   It's/They're $ ____________. (¢)

   The cashier gives only the unit price as printed on the set of cards. If a shopper is buying more than one item, the computation is to be done by the shopper.

5. The shopper writes down the price of the item on the front of his/her envelope computing when necessary, based on the quantity/quality being bought as stated on the card. If any other shopper has the same item on a card, they also pay attention and record the correct price for their purchase.

6. Each of the other shoppers then takes his/her turn role playing with the cashier.

7. If shoppers have discount coupons, they lower the price on those items by the amounts of the coupons.

8. The activity is finished when all three shoppers have computed their food bill and the teacher has checked it.

Variation

- Play/real money can be included in the envelope. The final step would then be for each shopper to conclude whether s/he has enough money to pay the bill or not.

SUGGESTED BY:	8.3
The Consortium: Save the Children Federation Experiment in International Living World Education	COMPETENCY: Pay for food LEVEL: B, D GENERAL TECHNIQUE: Oral dialogues, written dialogues

Estimated Time
Varies according to the level of the students and the nature of the dialogue

Purpose
To practice utterances and responses appropriate and natural to the competency

Directions
See General Techniques: Oral dialogues. For more capable students or additional reinforcement, consider also using the technique, written dialogues.

B:

Dialogue #

1. A: Twenty-three nineteen, please.
   B: How much?
   A: Twenty-three dollars and nineteen cents.
   B: Here's twenty-five dollars.
   A: Here's your change.

D:

Dialogue #

1. A: Twenty-three nineteen, please.
   B: How much?
   A: Twenty-three dollars and nineteen cents.
   B: Here's twenty-five dollars.
   A: Here's your change.

1X. A: Twenty-three nineteen, twenty, twenty-five, fifty, seventy-five, twenty-four dollars, and one is twenty-five.
   B: Thank you.
   A: Have a nice day.

2. A: I have a coupon for Bluebell Oil.
   B: Did you buy the oil?
   A: Yes, it's in the bag.
   B: OK. That's twenty-five cents off.

3. A: That's #35.28, please.
   B: Do you take checks?
   A: Yes, if you have ID.
   B: Here's my driver's license.

SUGGESTED BY: The Consortium Save the Children Federation Experiment in International Living World Education	8.4 COMPETENCY: Locate places to buy food LEVEL: B, C, D GENERAL TECHNIQUE: Oral dialogues, written dialogues

Estimated Time	Varies according to the level of the students and the nature of the dialogue
Purpose	To practice utterances and responses appropriate and natural to the competency
Directions	See General Techniques: Oral dialogues. For more capable students or additional reinforcement, consider also using the technique, written dialogues.

B:

Dialogue #

1. A: Is Foodmart still open?
B: What time is it?
A: It's seven-thirty.
B: No. It closes at seven.

2. A: Where's Superfood?
B: It's on the corner of Maple and Franklin.
A: Is it far?
B: About ten minutes by car.

3. A: What time does Foodmart open?
B: 9:00.
A: Where can I get milk tomorrow at seven?
B: Watson's is open all night.

4. A: I need some lettuce and tomatoes.
B: Vegetables are very fresh at Farmer's Market.
A: That's too far.
B: Then try Foodmart.

5. C: Lim's Market.
A: What time are you open?
C: Nine to six.
A: Are you open on Sunday?
C: No, we're not.

C:

Dialogue #

6. A: Is there an oriental store in town?
B: Yes. It's on Franklin and Leith.
A: When's it open?
B: I don't know. Call and see.

7. C: Lim's Market.
A: What time are you open?
C: Nine to six.
A: Are you open on Sunday?
C: No, we're not.

8. A: I'm ready! Let's go.
B: It's too late.
A: What do you mean?
B: It's eight o'clock. Superfood's closed.

9. A: Where's the nearest store?
B: What do you need?
A: Not much. Just some coffee and bread.
B: 7-11 is on the corner, but it's expensive.

D:

Dialogue #

10. A: Do you need coffee this week?
B: Yes, I do. Why?
A: It's on sale at Superfood. Here's a coupon---$1.00 off.
B: Save it. What else is on sale?
A: Lots of things.

SUGGESTED BY: The Consortium: Save the Children Federation Experiment in International Living World Education	9.1 COMPETENCY: Recognize common entry-level jobs LEVEL: B, C GENERAL TECHNIQUE:

Estimated time	1 hour
Purpose	To identify the names of common entry level of jobs
Materials	Pictures of various entry-level jobs; with jobs written on them, one job to a card
Directions	1. The teacher shows pictures of various jobs and teaches/reviews their names. For example, Waiter Gardener Bus driver 2. The teacher pantomimes the jobs and the students guess the occupation. For example, Waiter - pantomime serving food Gardener - pantomime tending plants Bus driver - pantomime driving a bus 3. The teacher gives a card with an occupation on it to a student. The student acts out the occupation as his/her classmates name the occupation.

SUGGESTED BY:

The Experiment in International Living/Save the Children Federation

9.1

COMPETENCY: Recognize common entry-level jobs

LEVEL: D (can be adapted for all levels)

GENERAL TECHNIQUE:

Estimated Time 1 hour

Purpose To teach the skills of several popular occupations that are available to the refugees

Materials Sets of pairs of cards; in each pair the occupation is on one card and two or three skills of that occupation on another card

Directions

1. As a warm up activity the teacher pantomimes occupations, for example house painter, gardener, janitor, etc. The students gives the occupations.

2. The students then pantomime an occupation. (They may also wish to pantomime the occupation they had in their country.)

3. The class is divided into groups of five. Each group receives a set of cards consisting of 5 pairs to each group.

4. All occupation and skill cards are shuffled and placed down on the table. The first student in the group takes two cards and sees if the cards match or not. If the cards match, the student reads them out loud. For example, the student would say

   A mechanic fixes engines and changes flat tires.

   If the cards do not match, they are shown to the members of the group before the student places them face down.

5. The next student then takes a turn selecting two cards and so on until all the pairs have been matched. The teacher may want to demonstrate the whole procedure with one group before all the groups do it independently.

6. When the groups finish, they can exchange sets of cards.

Variation	• The students have only the skill cards. The teacher asks, "Who repairs engines?" The student who has the skill card replies. "A mechanic." or "A mechanic repairs engines." If the level is high, the teacher can combine two or three skills in one question. "Who repairs engines and fixes flat tires?" "A mechanic." or "A mechanic repairs engines and fixes flat tires." The students then continue the activity in groups, with the student answering, then asking the question. • The students have only the occupation cards. Again, the teacher models, "What does a mechanic do?" The student who has the card responds with the appropriate answer. The students then continue the activity in groups with the student answering then asking the question. What we like about this activity: This activity is student-centered. The students do most of the talking in the classroom rather than the teacher. The teacher only needs to model a part of the whole activity and then is free to walk around checking the activity. Furthermore, there is a lot of fun here since it is performed as a game.

SUGGESTED BY:

International Catholic Migration
Commission

9.2

COMPETENCY: Indicate job preferences

LEVEL: B, D

GENERAL TECHNIQUE: Oral and written dialogues

Estimated time

Varies according to the level of the students and the nature of the dialogue

Purpose

To practice utterances and responses appropriate and natural to the competency

Directions

See General Techniques: Oral Dialogues. For more capable students or additional reinforcement, consider also using the technique written dialogues.

B:

Dialogue #

1. A: Good morning.

   B: Good morning, can I help you?

   A: I want a job.

   B: What job do you want?/What kind of job do you want?

   A: I want to be a waiter.

D:

Dialogue #

2. A: Where do you want to work?

   B: In an office.

   A: What can you do? / What do you like to do?

   B: File and type.

   A: O.K. Please come back tomorrow at 9:00.

   B: Thank you.

Note

Substitutions can be made for the underlined portions.

10.1

SUGGESTED BY:

The Experiment in International Living/Save the Children Federation

COMPETENCY: Addressing envelopes, writing letters

LEVEL: E

GENERAL TECHNIQUE:

Estimated Time

1 1/2 hours

Purpose

To practice addressing envelopes and reading and writing letters

To express a problem in writing

To express a solution in writing
(When doing the last two, the student will be using problem solving skills.)

Materials

Envelopes

Directions

1. Each student writes a letter to Paula Boone for the "Paula Boone Program" on radio or TV station WABC, expressing any kind of problem. As well they ask for suggestions or possible for solutions. It is suggested that students not use their real names and address, but create new ones. This will enable them to be more relaxed, freer about the whole exercise.
2. The students then fold the letters, put them in envelopes and address them

   Paula Boone Program
   WABC
   100 Park Avenue
   New York, N.Y. 10016
3. The students are then divided into two groups.
4. The letters of the first group are collected, then given to the second, and vice versa. It is recommended that all the letters be mixed up before they are handed out, so that students have no idea whose letters they are going to answer.
5. Each student becomes "Paula Boone" and writes a solution to the problem they have been given.
6. Each student reads the problem and then the solution and suggestion offered. One from the first group can read, then one from the second, etc.

SUGGESTED BY:

Lutheran Immigration and Refugee
Service/American Council for
Nationalities Service

10.2, 10.3

COMPETENCY: Buy items in the post office, locate different mail slots

LEVEL: D

GENERAL TECHNIQUE: Direction drills, Oral dialogues

Estimated Time	1 1/2 hours
Purpose	To practice buying items in the post office To recognize the "Overseas Mail" slot To practice checking change
Materials	Signs which read "Post Office," "Stamps," "Overseas" or "Foreign Mail;" airletters and airmail stamps for foreign mail; play/real money for change; envelopes, table
Directions	See Direction Drills, Oral Dialogues in General Techniques

1. Go to the Post Office. (Use sign "Post Office.")
2. Go the window that says "Stamps." (Use sign "Stamps.")
3. Wait in line. (Sometimes there is a long line for the "Stamps" window.)
4. Say, "Ten foreign airmail stamps and five airletters, please."
5. The clerk will say: "Ten foreign airmail stamps and ten airletters?"
6. You say: "No, five airletters!"
7. The clerk says: "Five-forty, please."
8. Give the clerk a ten dollar bill. Say, "Here you are."
9. The clerk will give you change. The clerk says: "Five-forty, fifty, six, seven, eight, nine, ten." (Teacher: teach the students about counting out change into an outstretched hand, and about adding up from the price back to the amount given.)
10. You say, "Thank you."
11. Take your stamps.
12. Put your stamps and your change in your purse or wallet.

	13. Go to the table by the window. (Have a table by a window.) 14. Put the stamps on your letters. (You should provide the student with unstamped letters.) 15. Look for the mail slot. 16. You see it! 17. Go to the "Foreign Mail" (Overseas Mail) slot. 18. Drop in your letters. 19. Leave the Post Office.
Variation	• Parts of this may be cut if it is too long for the students.

SUGGESTED BY:

Lutheran Immigration and Refugee
Service/American Council
for Nationalities Service

10.1, 10.2, 10.3

COMPETENCY: Post office

LEVEL: B, C, D

GENERAL TECHNIQUE:

Estimated Time

2 hours - beginning
1 hour - intermediate

Purpose

To practice addressing envelopes properly
To practice selecting correct postage
To practice choosing the appropriate mail slot

Materials

Real U.S. cancelled stamps, envelopes, paper for letters, mail box with slots for "Airmail," "Local Mail," and "Out of Town." "Post Office" signs

Directions

1. The teacher has each student use paper and an envelope to write a letter to someone. Basic letter writing language and form should be taught/reviewed

2. Students are given one cancelled U.S. stamp. (They are not all for the same amount.) They are to glue the stamp on their letter.

3. Each student's letter should be checked for the correct address, return address, whether the envelope is sealed the stamp is placed correctly, etc. When the letters should be mailed by each student in the appropriate slot.

4. After the letters have been "mailed," they are collecte and then redistributed randomly. (Not back to the writers.)

5. One student is assigned to go to the board and another to read the address of the letter he has and the amount the stamp is worth. The student at the board writes the amount of postage necessary for the letter (airmail, surface, overseas, domestic) and under that figure the amount of the stamp on the envelope. The question asked is, "Is there enough postage?" Either student can give the answer. This can be done for all or one half of the letters in the class.

Variations

- Demonstrate what happens when not enough postage is put on the letter, i.e., it is returned for additional postage. For example:

  A. Have student X in the U.S. send student Y in Hongkong or somewhere else abroad a letter, with less than 40¢ postage. Have the student mail the letter to you. Take the letter, stand under the Post Office sign. Pretend to stamp the letter. Write on the board and on the letter. "Returned for additional postage." "Mail" it back to the sender. Student X should then add the proper amount of postage, and mail the letter again. This time pantomime an airplane speeding the letter to Hongkong or somewhere else abroad to happy student Y.

  B. Repeat the above, except this time do not return the letter to the student. "Take" the letter to student Y, inching your way across the classroom, and using a picture of a boat, or a sign "Surface mail." Show on a calendar that six weeks pass from time of mailing to the time student Y receives the letter. Have student Y look impatient.

- The students can recreate the above pantomiming a fast airplane or a slow boat. As well they can create their own dialogue.

- Include airletters in the activity. Show that they are cheaper. Tell them nothing can be placed inside.

SUGGESTED BY: Lutheran Immigration and Refugee Service/American Council for Nationalities Service	10.1, 10.2, 10.3 COMPETENCY: Writing, addressing, mailing post cards LEVEL: B, C, D, E GENERAL TECHNIQUE: Direction drills and Role play

Estimated Time

2 hours

Purpose

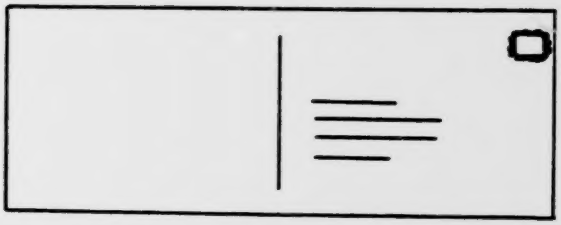
To practice writing, addressing, mailing postcards
To practice asking for/purchasing stamps

Materials

Homemade or purchased postcards, homemade or real stamps, play or real money

Directions

1. The teacher can have the class make postcards if s/he wishes.
   - Before going into class the teacher cuts large cardboard into pieces the size of a postcard, 10 cm x 15 1/2 cm or 4 inches x 6 inches.
   - The teacher draws the following on one side of each postcard.



   - Before letting the students prepare the front of the postcards by themselves, the teacher should demonstrate the following. First a colorful "postcard" type picture is cut from a magazine. It should be the same size as the cardboard. It is then glued to the front of the postcard.
2. The teacher demonstrates how to write the message and address on the blackboard. The following are sample directions.

	WHAT SHOULD BE WRITTEN?	WHERE SHOULD IT BE WRITTEN?
(1)	Date	On the left side of the postcard in top right corner.

(2)	Dear, (FIRST NAME OF ADDRESSEE)	- On the second line below the date, but on the left.
(3)	(GREETINGS) Hello, how are you?	- On the third line (below the above.)
(4)	SUGGESTED CONTENTS: - The weather here is terrible. - What did you do last week?	- Below the above.
(5)	Bye, see you.	- Below the above.
(6)	Love,	- Below the above, also on the right side.
(7)	(NAME OF SENDER)	- On the last line and below the above.
(8)	(NAME AND ADDRESS OF ADDRESSEE)	- On the right hand side of the postcard.

Students should be reminded not to sign their names illegibly but to write them clearly.

3. The students role play asking for/purchasing stamps and mailing their postcards. The following is a sample.

	STUDENT ACTION	CONVERSATION
(1)	Go into the Post Office.	- "Where can I buy stamps?"
(2)	Point to the counter that says, "STAMPS ONLY."	- "Go to that counter, please." or "Here/ Over there."
(3)	Line up to buy the stamps. Don't show the postcard to the clerk. Ask for the correct postage.	- "I need to send a postcard by LOCAL MAIL/AIR MAIL."
(4)	Pay for the stamp.	- "How much is it?" "Here you are." "Here's your change."
(5)	Get the stamp and stick it on the postcard.	- "Thank you."

(6) Put it into the suitable mail slot (AIR MAIL slot or LOCAL MAIL slot) - "Put it in the mailbox."

Variations

For lower beginning students, teachers may have to let the students copy the message from a sample provided on the chalkboard.
During the practice of the dialogue with the post office clerk, teachers may have to coach the students.

For upper level students,
teachers can encourage their students to write the message by themselves. Give them some hints, such as: What did they do last weekend? How's the weather today? How do you feel today? Tell something about the picture on your postcard.

- Instead of a role play the students can write real messages and addresses and then take a field trip to the post office to mail them.

SUGGESTED BY: The Experiment in International Living/Save the Children Federation	10.2, 10.7 COMPETENCY: Buy items in the post office, register mail LEVEL: D (can be adapted for other levels) GENERAL TECHNIQUE: Oral dialogues and dictation

Estimated Time 45 minutes

Purpose To teach/review buying items and registering mail in the post office using dialogues

To strengthen listening comprehension using a selection on buying items in the post office

Materials Blackboard

Directions

1. The teacher teaches/reviews the dialogues. The following are samples.

Dialogue I:

A: Have you mailed the letter yet?
It's already the tenth of the month.
B: No, I haven't. I'm out of stamps.
A: Well, let's go to the post office and get some.
b: O.K. If the windows are closed, we can use the machine in the lobby.

Dialogue II:

A: I want to make sure my son receives this letter. It has his high school diploma in it.
B: You can send it either by certified mail or registered mail.
A: Which do you recommend?
B: If you only want to make sure it's received, send it by certified mail.
A: O.K. How about this package?
B: What's in it?
A: A watch.
B: You should insure it for the value of the watch, and send it by registered mail. It's more expensive, but it's the safest way.

2. The teacher does a dictation with the following passage.

The Story:

When Mrs. Park is out of stamps, she goes to the post office. If the windows are closed, she uses the machine in the lobby. Sometimes she has something important to mail. If she wants to make sure it is received, she sends it by certified mail. If it is something very expensive, she insures it. It costs a little more money, but it is the safest way.

QUESTIONS:

1. Where does Mrs. Park go to buy stamps?
2. How does she send important mail?
3. How does she send something expensive?

SUGGESTED BY:

International Catholic Migration Commission

11.1

COMPETENCY: Follow instructions about treatment

LEVEL: B

GENERAL TECHNIQUE: Oral dialogues and Role play

Estimated time 1/2 to 1 hour

Purpose

To practice following directions, for taking medicine
To practice asking questions about taking medicine

Directions

1. The students should have already worked with the following dialogue.

   Doctor : Here are your pills.

   Patient : How often should I take them?

   Doctor : Take two pills three times a day.

   Patient : How long?

   Doctor : For two days.

2. The person playing the doctor actually counts out the number of pills. They can be counted out for each day and then the total number computed.

3. Next the variables can be changed. For example in the above dialogue it could be changed to two pills three times a day for three days. It is recommended that only one variable be changed at a time.

4. The above can also be done with liquid medicines, with the obvious changes being made in the dialogue.

Variation

- In a review lesson, "How often" questions can be reintroduced, such as,

  How often do you drink coffee?
  How often do you go shopping?
  How often do you eat bananas?

SUGGESTED BY:

The Consortium:
Save the Children Federation
Experiment in International Living
World Education

12.1, 12.2

COMPETENCY: Buy transportation services, the airport

LEVEL: All

GENERAL TECHNIQUE: Role play

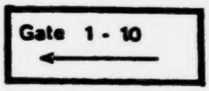
Estimated Time 1 hour

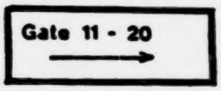
Purpose To practice buying a plane ticket and requesting information about gate, flight, time and destination

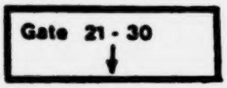
Materials Gate signs, plane tickets

Directions

1. The teacher makes gate signs as below, with arrows pointing in different directions.







   The teacher places these signs over doors or on different walls of the classroom. S/he explains to the students how to follow the signs.

2. Students roleplay buying a ticket. The students can be given a dialogue or make their own depending on level. Some sample questions are:

   Where are you going?

   What is the flight number?

   What time is the flight?

   What gate?

3. Students leave the ticket counter and must go to the correct gate sign.

12.2

SUGGESTED BY:

The Consortium:
Save the Children Federation
Experiment in International Living
World Education

COMPETENCY: Use transportation system, the bus

LEVEL: B

GENERAL TECHNIQUE: Role play

Estimated Time: 1 1/2 hours

Purpose:
To practice asking the destination of a bus
To practice recognition of the sight words "BUS STOP"
To practice waiting for a bus at a bus stop

Materials: Pictures of buses or models of buses with numbers or destinations on them. Three or four "BUS STOP" signs

Directions

1. The teacher teaches/reviews

What's this?	It's a bus./A bus.
What are these?	They're buses./Buses.
Where does this bus go?	This bus goes to 4th Street./ To 4th Street.
Does this bus go to ___?	Yes/No.

   The teacher/students practice the above using the pictures/models.

2. The teacher then asks three or four students to pretend to be "bus drivers," each with a different route. The rest of the students won't know the routes.

3. The rest of the students are divided into three or four groups. Each group is instructed to take a different route.

4. The teacher places the "BUS STOP" signs in different places in the room. The bus drivers are instructed only to stop at the bus stops.

5. The students from each group scatter themselves at different bus stops. As a bus comes by and stops they ask

   Does this bus go to ___________?
   OR
   Where does this bus go?

If it's the correct bus, the student "gets on," i.e., stands behind the driver and walks away behind him. If it's not the correct bus, the student waits at the bus stop for the next one.

Variation

- If the level is more advanced (on B level, but at a later time), the students can then practice asking, "How much is the fare?" The bus driver says the amount and the student gives the correct change in play or real money.

SUGGESTED BY:

Lutheran Immigration and Refugee
Service/American Council
for Nationalities Service

12.3

COMPETENCY: Handle emergencies

LEVEL: B

GENERAL TECHNIQUE: Role play

Estimated Time	1 hour
Purpose	To practice telephoning in emergencies
Materials	Telephones, flashcards with pictures depicting emergencies such as fire, robbery, various kinds of accidents

Directions

1. Teach/review the appropriate vocabulary: policeman, fire, ambulance, etc.

2. Teach/review the following:

   Dial 0 for operator or call 911 (in some places the emergency number).

   (Please) send an ambulance to ________________.
   (address)

   (Please) send a policeman to ________________.
   (address)

   There's a fire at ____________________________.
   (address)

   Emphasize the importance of stating the address clearly.

3. Using the flashcards depicting various emergencies have various students role play telephoning appropriate information for the emergencies.

SUGGESTED BY:	13.1, 15.4
International Catholic Migration Commission	COMPETENCY: Employment, Clothing LEVEL: C GENERAL TECHNIQUE: Oral and written dialogues

Estimated time	Varies according to the level of the students and the nature of the dialogue
Purpose	To practice utterances and responses appropriate and natural to the competency
Directions	See General Techniques: Oral Dialogues. For more capable students or additional reinforcement, consider also using the technique, written dialogues.

C:

Dialogue #

1. A: Wow! You look pretty today.

   B: Thank you. I'm going to a job interview.

   A: I'm sure they'll give you the job.

   B: I hope so. I want to work (very hard).

2. A: Look! Did you see that one?

   B: Part-time gardener after school and on week-ends. Call Townhouse Apartments 563-7851.

   A: That's near your house. Why don't you call?

   B: I will. I need to earn some money.

3. A: Good morning. May I help you?

   B: I'm Miss Tran Thi Sam. I'd like to make an appointment for an interview.

   A: Do you have an application form?

   B: Yes.

   A: Fine. Can you come here tomorrow at 3:00 p.m.

	B: Yes, I can. Thank you. 4. A: Good morning. I have an appointment with Mr. Smith at 3:00. B: Please sit down. I'll call you. A: Thank you.
Variation	• With these dialogues, the teacher showed several pictures of appropriately and inappropriately dressed job applicants. The students were asked to show approval or non-approval by responding "Yes" or "No" to the teacher's question, "Is this O.K.?"
Note	If the above variation is done, the pictures of appropriately/inappropriately dressed applicants should be job specific. The applicants for a secretarial job in a city would obviously dress differently than those for a farmer's helper in the countryside.

SUGGESTED BY:

International Catholic Migration Commission

13.2

COMPETENCY: Give relevant information when applying for a job

LEVEL: C

GENERAL TECHNIQUE: Role play

Estimated time

1 - 1 1/2 hours

Purpose

To communicate relevant information during an interview

Materials

Numbers for turns

This activity assumes the language of interviewing has already been presented.

Directions

1. The classroom was used as the Employment Office. Three other off duty teachers were invited to participate: one acted as a receptionist and two as interviewers. The regular teacher of the classroom controlled entry into the "Employment Office," as the students all awaited their turn outside of the classroom.

2. The receptionist received the students and issued a number to insure orderly entry into the interview area. Name, address and age can be taken down at this time by the receptionist, if the teacher so desires.

3. The student is then called by number into the interview area. The following questions were asked:

   What was your work in _______________?
   What can you do? What else?
   What kind of job are you looking for?
   Do you have a phone?
   (When can you start working?
   (Can you start working __________?
   What languages can you speak?

Of course, other/additional questions can be asked.

Variation

- As a follow up activity there could be a telephone roleplay in which the person is offered or not offered a job.

SUGGESTED BY:

The Consortium:
Save the Children Federation
Experiment in International Living
World Education

14.1

COMPETENCY: Get information about costs, e.g., rent, utilities

LEVEL: B

GENERAL TECHNIQUE: Oral/written dialogues and Role play

Estimated Time	2 hours
Purpose	To ask/answer questions about renting a house/apartment from reading newspaper advertisements
Materials	Telephones; enlarged newspaper advertisements
Directions	1. The teacher leads a discussion about renting a house/apartment. S/he talks about the housing situation in the class' particular area. Teach/review words such as furnished, unfurnished, deposit, rent, buy, house, apartment. 2. The teacher and students write a dialogue together for renting a house/apartment. 3. The teachers shows the class an enlarged newspaper advertisement. The dialogue is practiced using the advertisement for answers to questions. See Oral/Written Dialogues : General Techniques. 4. One student is called to stand in front of the class. Another enlarged newspaper advertisement is placed on the board/wall behind the student so s/he can't see it. S/he asks questions of the class from the dialogue. The class answers by looking at the advertisement behind the student. This can be repeated with different students and advertisements. 5. Students then role play telephoning to rent a house/apartment using newspaper advertisements.

14.2

SUGGESTED BY:

The Consortium:
Save the Children Federation
Experiment in International Living
World Education

COMPETENCY: Secure household repairs

LEVEL: All

GENERAL TECHNIQUE: Pass and switch

Estimated time 1 hour

Purpose To practice stating household problems

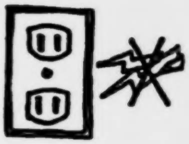
Materials Pictures of household problems

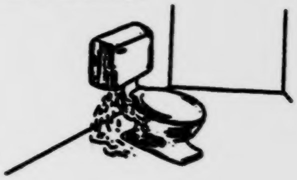
Directions

1. The teacher teaches/reviews

    leaking
    broken
    doesn't work

    Pictures are categorized under each expression. Examples of pictures are as follows:





2. Sentences are practiced using the expressions and flashcards. For example,

    The electricity doesn't work.

    The toilet is leaking.

3. Pass and switch is played. See General Techniques.

15.1 - 15.5

SUGGESTED BY:

Lutheran Immigration and Refugee
Service/American Council
for Nationalities Service

COMPETENCY: Clothing

LEVEL: C

GENERAL TECHNIQUE:

Estimated Time

30 minutes

Purpose

To practice clothing terms using the present continuous tense

Directions

1. The teacher, or a student who is "It," thinks of a person in the classroom or someone who will be familiar to everyone, and says,

   I am thinking of a person in this room
   (in the office, etc.)

2. The students must ask questions using clothing vocabulary and the present continuous tense. For example,

   Is s/he wearing blue jeans?

   Is she wearing a red dress?

3. The teacher, or the student who is "It," can answer only "Yes, s/he is," or "No, s/he isn't." to the questions.

4. The student who thinks s/he can identify the person must ask

   Are you thinking of _____________?

   The first person to correctly identify the person this way can be "It" for the next round.

Variation

- Other vocabulary can be used in this activity sides besides clothing terms. For example,

  Is s/he holding a pencil?

  Is s/he reading a book?

SUGGESTED BY:

The Consortium:
Save the Children Federation
Experiment in International Living
World Education

15.2

COMPETENCY: Select and pay for clothing

LEVEL: B, C, D

GENERAL TECHNIQUE: Role play

Estimated Time: 1 hour

Purpose: To practice selecting and paying for clothing

Materials: Real clothes with price tags on them; play money

Procedure:

1. Teach/review basic expressions for buying/paying for clothes. For example,

   I want to buy a shirt.

   It's too big./Too big.

   It's too small./Too small.

   It's too expensive./Too expensive.

2. Role play buying the real clothes and paying for them with play money.

Variation: If needed, develop a dialogue with the class and then role play.

SUGGESTED BY: International Catholic Migration Commission	16.1 COMPETENCY: Proper ID, cashing a check, money order LEVEL: B, D GENERAL TECHNIQUE: Oral and written dialogues

Estimated time

Varies according to the level of the students and the nature of the dialogue

Purpose

To practice utterances and responses appropriate and natural to the competency

Directions

See General Techniques: Oral Dialogues. For more capable students or additional reinforcement, consider also using the technique, written dialogues.

B:

Dialogue #

1. A: Can I help you?

   B: I want to cash a money order.

   A: Do you have any identification?

   B: Yes, here's my driver's license.

   A: Please sign here.

2. A: May I help you?

   B: I want to cash a check.

   A: Do you have any I.D.?

   B: Yes, here's my driver's license.

   A: Please sign here.

D:

Dialogue #

3. A: May I help you?

   B: Yes, please. I'd like to cash a check.

   A: Can I see your I.D.?

B: Here's my driver's license.

A: O.K. Here you are. (Gives cash)
Please sign here.

B: May I have two five's and five ten's?

A: Uh-huh.

B: Thanks.

16.2

SUGGESTED BY:

International Catholic Migration Commission

COMPETENCY: Cashing a check/money order

LEVEL: B

GENERAL TECHNIQUE: Direction drills

Estimated time	1 hour
Purpose	To provide practice cashing a check/money order
Materials	Checks; personal identification such as a driver's license; play or real money; wallet; "Bank" sign; sign with teller's name for teller's window.
Directions	See General Techniques: Direction Drills

1. Go to the "Bank." (Use sign "Bank.")
2. Wait in line.
3. Go to the teller's window. (Use teller's sign.)
4. Sign the check.
5. Give the check to the teller.
6. Say, "Please cash this check."
7. Wait for a few minutes.
8. Show your personal identification (ID).
9. Take the money.
10. Count the money.
11. Put it in your wallet.
12. Go home.

SUGGESTED BY:

International Catholic Migration
Commission

16.3

COMPETENCY: Locate a bank

LEVEL: B, D

GENERAL TECHNIQUE: Oral and written dialogues

Estimated time	Varies according to the level of the students and the nature of the dialogue
Purpose	To practice utterances and responses appropriate and natural to the competency
Directions	See General Techniques: Oral Dialogues. For more capable students or additional reinforcement, consider also using the technique, written dialogues.

B:

Dialogue #

1. A: Where's the bank?

   B: On Birch Street.

   A: How do I get there?

   B: Go to the corner of Birch and Green and turn right. The bank is on the right.

   A: Thank you.

D:

Dialogue #

2. A: Here's your paycheck. You can ask it at the nearest bank.

   B: When is the bank open?

   A: It's open Monday through Friday from nine to three.

B: Is the bank far?

A: No, it's less than three minutes walk from here.

B: How do I get there?

A: Go straight on Main Avenue.

SUGGESTED BY:

International Catholic Migration Commission

16.4, 16.5

COMPETENCY: Open, use a bank account

LEVEL: D

GENERAL TECHNIQUE: Oral and written dialogues

Estimated time	Varies according to the level of the students and the nature of the dialogue
Purpose	To practice utterances and responses appropriate and natural to the competency
Directions	See General Techniques: Oral Dialogues. For more capable students or additional reinforcement, consider also using the technique, written dialogues.

D:

Dialogue #

1. A: I'd like to open a checking account.

   B: How much would you like to deposit?

   A: $150.

   B: Fine. Fill out this form, please.

   A: Thank you.

2. A: May I help you?

   B: Yes, please. I'd like to deposit some money.

   A: Do you have your bank book?

   B: Yes.

   A: OK, fill out this form, please.

   B: Thanks.

17.1

SUGGESTED BY:	
The Consortium: Save the Children Federation Experiment in International Living World Education	
COMPETENCY:	Ordering food in a restaurant
LEVEL:	Can be adapted to any level
GENERAL TECHNIQUE:	Role play

Estimated Time	1 hour
Purpose	To practice ordering food in a restaurant To write a menu
Materials	Student-made menus; signs for a restaurant (optional)
Directions	1. The students set up a restaurant. They arrange tables or desks, make signs for the restaurant (optional), and write a menu with prices. Any kind of food can be on the menu, e.g., American, Vietnamese, Italian. Make a big copy of one menu on newsprint or write it on the blackboard. 2. The students write and practice dialogues for ordering food. 3. The students role play the dialogues. Some are customers, others waiters and waitresses.
Variation	• The setting can be a snack bar or fast food restaurant.

17.2

SUGGESTED BY:

Lutheran Immigration and Refugee
Service/American Council
for Nationalities Service

COMPETENCY: Act appropriately as a guest/host

LEVEL: B, C

GENERAL TECHNIQUE: Role play

Estimated Time 20 minutes

Purpose To practice extending, accepting, refusing an invitation

Materials Slips for student pair practice. The following are written so that any B response can be used with any A invitation, i.e., invitations and responses can be mixed up.

SLIPS FOR STUDENT PAIR PRACTICE

A. Invite your friend to lunch next week, on Tuesday or Wednesday.	B. You don't want to go because you are busy. Refuse politely.
A. Invite your friend to a party at your home, at 1:00 p.m. this Sunday.	B. You can go, and you would like to bring your friend.
A. Invite your friend to a movie this Friday night, at 7:30 or 9:30.	B. You want to go, but you can't go at that time. Ask if you can go another time.
A. Invite your friend to go shopping with you this Saturday afternoon.	B. You can go, but you are not sure what time.
A. Invite your friend to have dinner at your home tonight at 6:30 p.m.	B. You want to go, but you can't go at that time. Ask if you can go another time.

Directions

1. The teacher divides the class into pairs. In each pair one student is designated A, the other B.
2. The pairs are told that A is going to invite his/her partner to do something.
3. A and B slips are passed out. Students read their slips silently. If there is a question, the student raises his/her hand and the teacher speaks to the student individually.

4. The A students begin the exchange. The teacher circulates among the pairs to observe and offer help.

5. When the students have finished, they are requested to perform their dialogues before the class. The class can be asked questions about the performances by the teacher. For example,

    Where did A want to go?

    What did B say?

    Was B polite in his/her answer?

SUGGESTED BY: The Consortium: Save the Children Federation Experiment in International Living World Education	17.2 **COMPETENCY:** Act appropriately as a guest/host **LEVEL:** B, C, D **GENERAL TECHNIQUE:** Oral dialogues and Role play

Estimated Time	1 hour
Purpose	To practice appropriate behavior as a guest/host
Materials	Telephones, refreshments
Directions	1. The teacher teaches/reviews a dialogue for a telephone invitation. The students practice substituting different times and days in the invitation. 2. The teacher teaches/reviews language for accepting/refusing/commenting on food at a party. 3. The class is divided into hosts/hostesses and guests. The hosts/hostesses telephone the guests and invite them to a party. 4. Then the party is roleplayed. The hosts/hostesses greet the guests and offer the food. The guests make appropriate responses.
Variation	• This activity can easily lead into "free" party conversation. This depends on the level of the class and how much English they have learned.

SUGGESTED BY:

Lutheran Immigration and Refugee Service/American Council for Nationalities Service

17.2

COMPETENCY: Act appropriately as a guest/host

LEVEL: D, E

GENERAL TECHNIQUE: Role play

Estimated Time	1 - 1 1/2 hours
Purpose	To practice various social language competencies in a simulated party role play
Materials	Drinks, snack food or empty cups, "pretend" snacks

Directions

1. Language in greetings (guests and hosts), excuses for latecomers, food/drink requests/offers, and departures (guests and hosts) is reviewed.

2. The sequence of activities in a party is introduced either on the board or just orally:
    A. Greetings
    B. Offering food/drinks
    C. Ending the visit - this can be indicated by pointing to a clock drawn on the board, calling out "Time to go," or other means.

3. Party "groups" are set up. The students arrange chairs into three to four distinct groups, not in circles but in arrangements similar to a living room. If real food and drinks are available, they are put on table to the side of each group.

4. Students are divided into three to four groups. In each group one student is designated as "host/hostess," the others as "guests." Among the guests pair the students so that one is a friend of the host/hostess and must introduce his/her partner. Also designate one pair or the extra student, if an odd-numbered group, as "latecomer(s)."

5. The parties are started. Guests should stand outside the living room; the host should be waiting inside. All except the latecomers should then approach the living room to be greeted by the host/hostess. Since Americans often stand at parties, the teacher may want to insist that the guests do not sit down until the host/hostess asks them or that they don't sit down at all.

6. Once all guests except the latecomers are greeted, the host begins to offer and serve food/drinks. The teacher circulates among the groups to make sure this is happening and that the latecomers are still waiting outside the group.

7. While the guests are being served, the teacher signals the latecomers to arrive. The hosts interrupts the serving to greet them.

8. While the teacher is circulating among the groups, s/he can ask the hosts what individual guests are eating/drinking. As well s/he can ask the guests what they are eating/drinking. Further s/he can introduce herself/himself to the guests or ask the host/hostess to do so.

9. Once the serving is completed the teacher gives the signal for leaving. The teacher again circulates among the groups to make sure each guest speaks to the host before leaving. All guests should then be outside the living room, leaving the host inside.

Variations

- Latecomers can be instructed to give the reason why they are late and the hosts/hostesses to expand on the reason. For example,

  I'm sorry. I'm late. I got lost.
  EXCUSE

  That's all right. How long did it take
  you to get here.

  This can be part of the language introduction in Step 1.

- During and after the serving of food/drinks, guests can be making "small talk." For example,

  Complements to the host/hostess on his/her home or the food/drink being served.

  Talk about the weather.

  Introductions of guests to each other.

  Personal information, such as

  Where are you from?
  What do you do?
  NOT
  How much do you make?
  How old are you?

  These topics can be introduced as part of the sequence of activities in Step 2.

SUGGESTED BY:

The Consortium:
Save the Children Federation
Experiment in International Living
World Education

17.2

COMPETENCY: Act appropriately as a host/guest

LEVEL: All

GENERAL TECHNIQUE: Rejoinder drills

Estimated Time Varies with level

Purpose To ask/answer the following questions:

Would you like something (to eat)
(to drink)?

What would you like (to eat)
(to drink)?

Materials Pictures of food and drink

1. The teacher teaches/reviews the vocabulary of food and drink. ("Are you hungry/thirsty?" can be taught/reviewed here.)
2. The students are arranged in a circle with the teacher in the middle.
3. The teacher asks a student, "Would you like something to eat/to drink?" The student replies "Yes" or "No, thank you."
4. If the student answers "Yes" the teacher then asks, "What would you like to eat/to drink?" and shows the food/drink choices. The students makes a request, and the teacher gives the picture(s) to the student. There should be at least one picture for every student.
5. After every student has been asked, the teacher goes back and gives a picture to those students who answered, "No, thank you."
6. The teacher then steps out of the circle and invites the students to ask one another the same questions. The teacher encourages the students if they don't initiate the action themselves.

SUGGESTED BY:

Lutheran Immigration and Refugee
Service/American Council
for Nationalities Service

18.1

COMPETENCY: Follow instructions on the job

LEVEL: D, E

GENERAL TECHNIQUE: Role play

Estimated Time

1 to 1 1/2 hours

Purpose

To practice following instructions on a job
To ask for clarification of the job
To communicate job completion

Material

Information cards. Below is one possibility

NAME: ______________________
LAST FIRST
BIRTH DATE: ______________________
ADDRESS : ______________________

Directions

1. The teacher passes out blank information cards to the students. Each student should have at least five to eight cards.
2. The students are instructed to fill out their cards with different names and different information. They can ask other students for information and also "make it up" if they wish.
3. The students are instructed to show the teacher their cards when they finish them. The teacher offers corrections.
4. The class is divided into three to four groups.
5. The teacher becomes the "boss" and the students "office clerks."
6. Each group will have a different job to do with its set of cards. For example, one will have to arrange the cards alphabetically, another to arrange them chornically by date of birth, etc.
7. The clerks must check with the boss to see that they are doing the job correctly. Finally, they notify the boss when they are finished with the job. The boss then checks the work.

Variations	- Steps 1-3 can be done one day; Steps 4-7, another day. - Steps 4-7 can be repeated with different groups doing different jobs.

SUGGESTED BY: The Consortium: Save the Children Federation Experiment in International Living World Education	18.2 COMPETENCY: Report sickness, lateness, absences, mistakes LEVEL: C, D GENERAL TECHNIQUE: Oral dialogue Role Play

Estimated Time	3 hours
Purpose	To explain sickness, lateness, absence, mistakes to an employer or teacher
Materials	Telephones; pieces of paper with excuses, written on them
Directions	1. The students are given or encouraged to write their own dialogues for being late or absent from school or work. 2. The teacher pantomimes an explanation, for example, cold, toothache, waking up late, etc. and one student (worker) calls another (employer) and explains why s/he can't come to work based on the teacher's action. To make it more "real," the "employers" should not see the teacher's actions.
Variation	• On the intermediate level, the teacher prepares pieces of paper with excuses on them and puts them in a box. A student draws one and then makes the appropriate phone call.

18.3

SUGGESTED BY:

The Consortium:
Save the Children Federation
Experiment in International Living
World Education

COMPETENCY: Converse with fellow employees

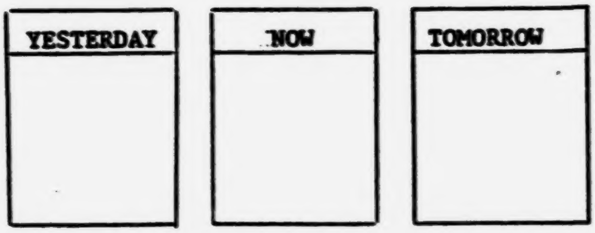
LEVEL: A, B, C

GENERAL TECHNIQUE: Elicitation using pictures

Estimated Time 1 hour

Purpose To describe past, present and desired future experiences using the past, present and future tenses

Materials Pictures of occupations, leisure activities, different types of housing, etc. both in Asia and the U.S.
Chart:



Note When first presenting this activity, the teacher may wish to work with only one chart, e.g., the present, "Now." Past and future charts can be added, one by one, in subsequent lessons. The culminating activity would be to work with all three charts in all three tenses at one time.

Directions

1. In the columns the teacher places pictures of different types of housing, occupations, leisure activities.

2. (It is assumed that the appropriate language has been presented.) Either as a class or in small groups, the students ask and answer questions in the past, present and future tenses based on the pictures in the charts.

3. Students then ask/answer questions of one another about their own experiences in the past, present and future tenses.

SUGGESTED BY: Center for Applied Linguistics	18.3 **COMPETENCY:** Converse with fellow employees **LEVEL:** C, D, E **GENERAL TECHNIQUE:** Role play

Estimated Time	1 hour
Purpose	To ask/answer questions about family, recreation, weather, traffic, news
Materials	Pictures of a variety of people; refreshments
Directions	1. The teacher teaches/reviews the language used to ask/answer questions about family, recreation, weather, traffic, news. 2. The teacher passes out pictures of different people, one per student. 3. The students are told there is a party for employees. The students are to go around talking to one another under their assumed identities. Refreshments are served.
Variations	• The party can be of any type: company picnic, cocktail party, etc. • The activity can be done again at a future date, but the students talk about themselves rather than assume an identity.

SUGGESTED BY:

Lutheran Immigration and Refugee
Service/American Council
for Nationalities Service

18.3

COMPETENCY: Converse with fellow employees

LEVEL: D, E

GENERAL TECHNIQUE: Rejoinder drills

Estimated time

20 - 30 minutes

Purpose

To express agreement or disagreement using a variety of rejoinders

Materials

Board and chalk to score; perhaps a watch for timing

Directions

1. Explain to the class that this is an answering game. They will be asked questions and must answer in the affirmative or negative but without saying "Yes" or "No" or shaking or nodding their heads.

2. The class is divided into two teams. One student is asked to be timekeeper. The teacher can ask the questions or a student (preferably one who has strong aural/oral skills) can do it.

3. When the timekeeper says "Go," a question is asked a student on one of the teams. For example,

A: What's your name?
B: My name is Tran Van Lim.
A: Tran Van Lim?
B: ____________

If the answer is a "Yes" or "No" or nod or shake of the head the teacher will say "Out." If the student answers correctly, s/he is asked another question. If s/he can keep going for a minute or 30 seconds, or whatever time the teacher prefers, his/her team will get one point. If not, the point goes to the opposing team.

Possible variations of "Yes" and "No":

Yes:	No:
Of course.	Of course not.
Certainly.	Certainly not.
Definitely.	Definitely not.
Correct.	Not correct.

That's correct.	That's not correct.
Right.	Not right.
That's right.	That's not right.
True.	Not true.
That's true.	That's not true.

Variation

- Students can be asked any direct questions that require affirmative or negative answers. They can also be tricked by being asked such thing as:

  You didn't say yes, did you?

  This variation is only for levels D, E.

19.1

SUGGESTED BY:

International Catholic Migration Commission

COMPETENCY: Handle emergencies

LEVEL: D

GENERAL TECHNIQUE: Oral and written dialogues

Estimated time

Varies according to the level of the students and the nature of the dialogue

Purpose

To practice utterances and responses appropriate and natural to the competency

Directions

See General Techniques: Oral Dialogues. For more capable students or additional reinforcement, consider also using the technique written dialogues.

D:

Dialogue #

1. At the airport:

   A: Excuse me, I'm lost. Can you help me?

   B: Sure. Where are you going?

   A: To Gate 26, please.

   B: Take a left at the information desk.

   A: Thanks.

2. At the airport:

   A: Excuse me, can you help me?

   B: Sure. What's the matter/problem?

   A: What flight goes to St. Louis Missouri?

   B: Flight 713.

   A: What time does it leave?

   B: It leaves at 5:15 p.m. from Gate 4.

   A: Where's Gate 4.

B: Back that way.

3. On the plane:

A: Can you help me?

B: What's the problem?

A: I feel sick.

B: Just a minute. I'll bring you something.

A: Oh, thank you.

4. On arrival: not being met by a sponsor

A: Excuse me, I'm lost. Please help me find a telephone and make a call.

B: Who would you like to call?

A: Nancy Johnson, my sponsor.

B: Do you have her phone number.

A: Yes, it's 392-5251.

B: OK.

SUGGESTED BY:

The Consortium:
Save the Children Federation
Experiment in International Living
World Education

COMPETENCY: Master List
Describing family relationships

LEVEL: A, B

GENERAL TECHNIQUE:

Estimated time

2 hours

Purpose

To describe family members and to respond appropriately to the question "Who's this?"

Materials

Paper dolls representing various members of a family; a large surface in front of the class on which to attach the paper dolls

Directions

1. The teacher uses paper dolls to describe his/her own family saying, for example:

   This is my mother.
   This is my father.
   These are my parents.
   This is my nephew.

2. As the teacher holds up a paper doll, s/he may also hold up a sign with the word on it, e.g., "FATHER," etc. This step is optional.

3. The teacher asks the students after the introduction of each family member, "Who's this?" The students respond, "Your father." or depending on level and material covered, "That's your father."

4. The teacher places the dolls in the form of a family tree on the surface in front of the class.

5. After the tree is completed, the teacher no longer asks the question, "Who's this?" but rather simply holds up a paper doll taken from it and the students say the family member.

6. The teacher then asks individual students to come up and describe their families. The student holds up a doll and says, "This is my niece." The teacher may then ask "Who's that?" of the class or an individual student, eliciting the response, "That's

her niece." or "Her niece." The teacher may also ask the student speaking the same question, eliciting the response, "My niece."

Notes

With low level students only introduce a few family members at a time.

Having taught "this" and "that" prior to this activity would be helpful.

SUGGESTED BY:

The Consortium:
Save the Children Federation
Experiment in International Living
World Education

COMPETENCY:	Master List Describing family relationships
LEVEL:	B
GENERAL TECHNIQUE:	Jigsaw Listening

Estimated time	1 1/2 hours
Purpose	To improve listening and speaking through listening to and discussing stories about family relationships
Materials	Four tape recorders; four tapes of an American speaker reading the four passages of the story below; a set of story questions for each student; an enlarged copy of the story questions to hang on the blackboard
Directions	See General Techniques: Jigsaw Listening
Note	In this version all students have the same questions. Since each group has a different part of the story, the class must be advised they will only be able to answer some of the questions. In the class discussion afterwards, they will get the missing answers from members of the other groups.

TEXT I

There are 5 people in the Smith family. The father's name is Tom. The mother is a cook.

TEXT II

There are 3 children in the Smith family. The 2 older children go to school. Johnny stays at home.

TEXT III

Lisa is Tom's wife. Tom is a factory worker. He has a daughter named Patty.

TEXT IV

Johnny Smith is 3 years old. He has 2 sisters. One sister's name is Linda.

STORY QUESTIONS:

1. What is Tom's wife named?
2. How many people are in the Smith family?
3. How old is Johnny?
4. How many children are in the Smith family?
5. What is Tom's job (occupation or what does Tom do?)
6. What is the father's name?
7. How many sisters does Johnny have (or how many sisters are in the family?)
8. What do the 2 older children do?
9. Who is Patty?
10. What does the mother do? (or Who is a cook?)
11. Who is Linda? (or What is one daughter's (sister's) name?)
12. What does Johnny do?

SUGGESTED BY: The Consortium: Save the Children Federation Experiment in International Living World Education	**COMPETENCY:** Master List Describing family relationships **LEVEL:** E **GENERAL TECHNIQUE:** Jigsaw listening

Estimated time	2 hours
Purpose	To improve listening and speaking through listening to and discussing stories about family relationships
Materials	Four tape recorders; four tapes of an American speaker reading the four passages below; a set of story questions for each student; an enlarged copy of the story questions to hang on the blackboard (optional)
Directions	See General Techniques: Jigsaw Listening
Note	In this version all students have the same questions. Since each group has a different part of the story, the class must be advised they will only be able to answer some of the questions. In the class discussion afterwards, they will get the missing answers from members of the other groups.

TEXT I

Dr. and Mrs. Jones and their children are moving to California next month. They have never been there before. They will be happy not to live in a place that is cold. California is not cold.

Mrs. Jones hopes to get a job as a teacher in California. She has been a teacher for many years. She teaches English and Math.

Three of their four children are in school. Their youngest child is only three years old. His name is Jimmy. Jimmy does not go to school. He stays home. He likes to watch T.V.

All of the children are very excited about being so close to the beach.

TEXT II

The Jones family will be moving from New York soon. The oldest daughter Mary, is very excited, but she is sad about leaving her friends. The other children are thinking mostly about making new friends.

Peter is fifteen years old. He likes to swim very much, that is why he wants to go. Peter also wants to go because he thinks the girls in California are very beautiful.

His older brother George is thinking about going to college in California. He does not know what he will study yet. He may study to become an architect.

TEXT III

There are six people in the Jones family, Mary is the only daughter. She is very tall and beautiful. She has many boy friends, but she does not want to get married yet.

Nancy, Mary's mother wants to buy a white house in California. They have a brown house now. Nancy has never liked it. She has always wanted to paint it another another color.

Nancy has been married to Frank for over 25 years. She has always been happy with Frank. She met Frank at a party. They were married about one year after that party. Now they do not go to parties, but they do go to other places.

TEXT IV

Frank Jones is a doctor. He has been a doctor for thirty years. He is a doctor for children. He only takes care of children.

Nancy, his wife, is very proud of him. He is very proud of his wife and children. He enjoys being with his family. They all like to go places together.

Dr. Jones will work in a hospital for children in California. The hospital has beds for 500 children. Most of the children are very young.

Jimmy hopes to see many horses in California. He wants to be a cowboy. He wants to get a cowboy hat.

STORY QUESTIONS:

1. What is Mr. Jones's first name?
2. Where did Nancy meet Frank?
3. How many children are in the Jones family?
4. What does Jimmy want to get?
5. Where do they live now?
6. What may George do?
7. How many daughters are in the family?
8. Dr. Jones is what kind of doctor?
9. What does Dr. Jones do?
10. Who is Nancy?
11. How old is Jimmy?
12. What do most of the children do?
13. Where does the Jones family live now?
14. Is George or Peter older?
15. What color of home does the mother want?
16. How many people are in the Jones family?
17. Where will Dr. Jones work in California?
18. What is their oldest daughter's name?
19. How old is Peter?
20. What does Mrs. Jones do?
21. How many beds are in the hospital?

SUGGESTED BY:

The Consortium:
Save the Children Federation
Experiment in International Living
World Education

COMPETENCY: Master List
Identifying family relationships

LEVEL: B, C, D

GENERAL TECHNIQUE:

Estimated time

1 hour

Purpose

To practice recognition and production of family descriptions

Materials

Two sets of cards: one set consists of pictures of different families. For example, a picture that has a mother, father, grandmother and three children in it. Or a picture with a mother, one child and a grandfather in it. The other set of cards has a sentence on it describing the pictures of the families. The sentence for the first picture example would be:

This family has a mother, father, grandmother and three children.

For the second picture example:

In this family there are a mother, one child and a grandfather.

There should be enough cards so that half the students have different picture cards. The other half of the class have the corresponding descriptions. If the class is very large, students can work in pairs: two students to a picture or word card.

Directions

1. The class is divided in half.
2. Picture cards are given to one half. (The students should be told not to show their cards to the other half.) Word cards are given to the second half.
3. Students with picture cards go to students with word cards and ask individually of each a question such as:

   Do you have three children, a mother, father and grandmother?

The students continue asking until they receive an affirmative answer.

4. The cards can be mixed up and redistributed within each group. This time the students with word cards do the asking.

SUGGESTED BY:

The Consortium:
Save the Children Federation
Experiment in International Living
World Education

COMPETENCY: Master List
Time

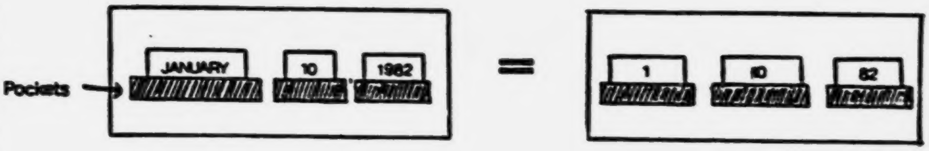
LEVEL: B

GENERAL TECHNIQUE:

Estimated time 5 - 15 minutes daily

Purpose To practice recognition and production of the date

Materials Two date boards: one for the month and year written in full; the other for numerical abbreviations. Piles of the following: months of the year, numbers for days, years



Directions

1. Daily the teacher says, "Today is date."
2. Students come to the front of the room and select the appropriate date from the piles of months, days and years and slot them in the date boards.
3. The teacher can then practice any of the following:

What's today's date?
What's the date today?
What was yesterday's date?
What was the date yesterday?
What's the date tomorrow?
What will tomorrow's date be?

While practicing, the dates in the date boards are, of course, changed accordingly.

Variation

- An additional board for the days of the week can also be used. The same type of practice can be done with it.

SUGGESTED BY:

Lutheran Immigration and Refugee
Service/American Council
for Nationalities Service

COMPETENCY: Master List
Locations

LEVEL: C, D

GENERAL TECHNIQUE:

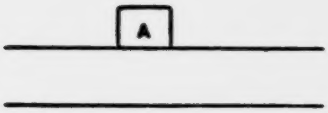
Estimated time 1 hour

Purpose To practice prepositions of place

Materials Chalk and board

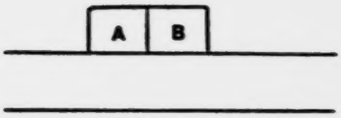
Directions

1. Draw a street and put a building on it. Let students decide what sort of building it is. (It's called "A" for convenience below.)



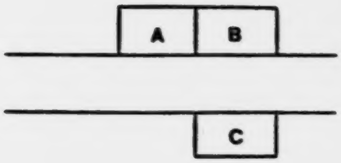
2. Put B next to A, again letting students decide what sort of building it is. Practice

   Where's the ____________?
   It's next to____________.

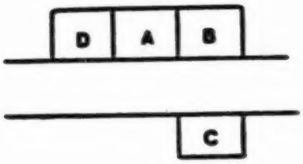


3. Using the same method, put C (opposite
   (across from B.

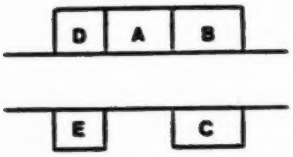
   Practice as described.



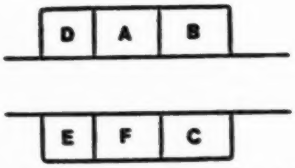
4. D next to A



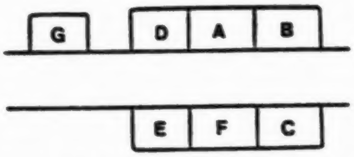
5. E opposite
   across from D



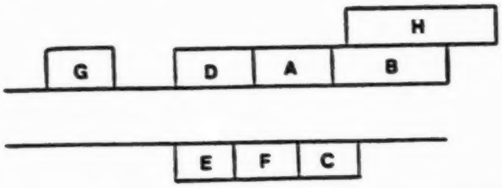
6. F between E and C



7. Put G, perhaps a school, near D.



8. If one of the buildings is a supermarket, movie theater, etc., you could put a parking lot behind it (H)



Variation

Figures can be drawn in front of or behind buildings, e.g., a policeman is in front of the school.

SUGGESTED BY:

Center for Applied Linguistics

COMPETENCY: Master List
Locations

LEVEL: Any

GENERAL TECHNIQUE: Notes: Rods

Estimated time

1 hour

Purpose

To give and follow directions containing some or all of the following prepositions of location

in
on
under
opposite
beside
between
over
above
behind
below
in front of
in back of
to the right of
to the left of
next to
across from

Materials

Rods

Directions

The class should be familiar with the list of prepositions above. As well they should be familiar working with rods.

1. The teacher and a student sit in front of the class back to back. Both have a pile of various colored rods in front of them. The teacher describes to the student in what position to put his/her rods.

2. The teacher begins with, "Take a (blue) rod." and continues giving directions to the student using any of the prepositions previously taught. For example:

   Take a blue rod and put it next to the green one.

   Now put a white rod on the blue rod.

3. The student, by following the directions given, builds a structure that is supposed to be identical to the one the teacher is building.

4. When the teacher is finished giving directions, the student then describes to the teacher what his/her structure looks like. For example:

   The red rod is under the pink one.

   The pink rod is beside the orange one.

5. As the student describes his/her structure, the teacher confirms whether it is correct or not. If the structure built by the student is incorrect, the teacher tells him/her how to change it.

6. When both are in agreement as to what the structures are, the student looks at what the teacher has built.

7. Two volunteers come to the front and repeat the process.

8. The class is then broken into pairs, each student with the same set of rods as his/her partner has. The students give one another directions as the teacher circulates about the class giving assistance.

Note

Depending on the level, as described above, the activity may run more than one hour. The teacher should feel free to stop and carry over to the next day whenever s/he feels it suitable.

Variation

- The student following the directions may repeat what s/he is doing after each instruction. Immediate correction can be given by the partner. Also with this variation the present progressive tense is being practiced. For example,

  I'm taking the green rod and putting it
  on the red rod.

SUGGESTED BY: The Experiment in International Living/Save the Children Federation	COMPETENCY: Review LEVEL: All GENERAL TECHNIQUE:

Estimated time	1 hour
Purpose	To review material covered through the asking/answering of appropriate questions
Materials	Six sided cubes. Cubes may be made from heavy cardboard or square cardboard boxes may be used. On each side put a picture relative to one of the competencies. Pictures on a cube may be limited to one competency, such as health, or mixed, depending on the amount of material the teacher is reviewing. Also on each side is a number indicating the number of points that picture is worth. For example, if the competency being reviewed is limited to health, each side must depict a different ailment. backache, cut hand, stomachache, etc. Backache could be worth five points, cut hand 20 points, etc.
Directions	1. The class is divided into teams which can be named. Bring at least two cubes for each session. 2. Team One rolls the cube. Team Two must ask an appropriate question for the picture that is up. For example, if the picture is of a backache, Team Two could ask, "What's the matter? Team One must then answer based on the picture, e.g., "I have a backache." 3. If the correct answer is given, that team receives the number of points on the cube face. "Backache" is worth five points, so Team One receives this number. 4. The game continues with each student on the teams taking a turn asking and answering questions. The team with the most points wins.
Variations	The variations are endless. For higher levels besides varying the topics, the teacher can request a different question for each roll of the cube. For example, instead of "What's the matter?", questions could be "What

happened?" or "What's wrong?" There could be variations in tense, person, number, etc. For higher levels then, both questions and answers could be scored.

SUGGESTED BY:

The Experiment in International Living/Save the Children Federation

COMPETENCY: Review

LEVEL: All

GENERAL TECHNIQUES: Categories

Estimated time

1 hour

Purpose

To practice putting pictures into categories
To practice review vocabulary

Materials

A set of 40 cards with pictures on them from categories such as the ones below. There must be a set of four of any one item from each category

1. fruits
2. vegetables
3. occupations
4. furniture
5. appliances
6. clothing
7. parts of the body
8. transportation

Each group playing the game should have its own set of cards

Directions

1. The class is told the object of the game is to get four cards of the same kind and have no cards left in the hand. The game should be demonstrated at first by the teacher.

2. The class is divided into four or six groups. Four cards are dealt to each person. The rest of the cards are placed face down in a pile in the middle of the group.

3. One player takes a turn going around the circle asking:

   Do you have any ________?
   Do you have a ________?
   Do you have some ________?

4. If the person asked has that card, s/he must give the person asking every card s/he has of that kind. If a player receives cards, s/he gets another turn to ask for another card. Anyone in the group may be asked.

5. If the person does not have the card asked for, s/he says, "No, go fish!" Then the person asking takes a card from the top of the pile and it is next the

person's turn.

6. When a player has four of a kind s/he must lay the cards down, face up, on the table. The person who is the first person to have no cards in his/her hand is the winner.

Variations

- Vocabulary words can be used instead of pictures OR a combination of both can be used, some sets of four can be pictures, others words.

- There can be scoring at the end. Going out receives so many points and a set of four cards down receives so many. Each person must compute his/her own score. The one with the highest number of points wins.

- A variation of the game can be played using pairs of cards. In addition a "Joker" is added. The object is to have all pairs down and not to have the "Joker." In this variation cards are not asked for. A player takes one card from the hand of the player on his/her left. Of course the hand is not shown to the person doing the choosing and no one says who has the "Joker." Then the person chooses a card from the person on his left, etc. around the circle. The loser is the person left with the "Joker." Again, scoring can be done at the end.

SUGGESTED BY:

International Catholic Migration Commission

COMPETENCY: Review

LEVEL: All

GENERAL TECHNIQUE:

Estimated time

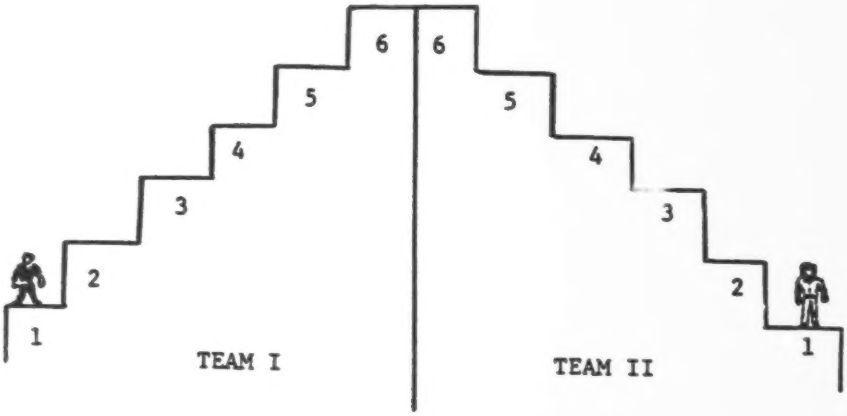
1 hour

Purpose

To review past material

Materials

A drawing on the board of two ladders, one for each team



Directions

1. Questions are prepared on material covered. These can be prepared by the teacher, or if the class is advanced, by the students themselves.

2. The teacher or a student volunteer asks a question of a team. If the team answers correctly, it advances one step. The stick figure is erased and placed on the next higher step. If the team questioned misses the item, the second team has a chance to answer. If neither team can answer, the teacher provides the information and neither team scores.

Variations

- Rather than having the team answer as a whole, each individual on the team may be required to take a turn answering a question.

- If the class is advanced, more steps may be added to the ladders.

PRONUNCIATION

PRONUNCIATION

INTRODUCTION:

Initial Consonants

p (pit)	b (bit)
t (ton)	d (done)
k (Kate)	g (gate)
f (ferry)	v (very)
s (sun)	z (zap)
m (man)	n (not)
l (late)	e (rat)
w (wet)	y (yet)
h (hat)	q(w) (queen)
ch (church)	j (judge)
sh (should)	zh ( )

MATERIALS:

PD's
PD's in Depth
Pronunciation Contrasts in English
Survival Pronunciation: Vowels

PRONUNCIATION

CONSONANTS: medial and final positions

voiced	voiceless
p (apple) (lap)	b (able) (job)
t (little) (pit)	d (older) (bad)
k (likely) (luck)	g (bigger) (rug)
f (awful) (laugh)	v (every) (have)
θ(th) (nothing)(birth)	ð(th) (mother) (clothe)
s (sister) (yes)	z (lazy) (lose)
s(sh)(wishing) (fish)	z (zh) (measure) (rouge)
c(ch) (kitchen)(actual)	j (raging) (large)
l (lately) (will)	r (Mary) (car)

m (grammar) (home)

n (runny) (ran)

n (singing) (rang)

h (behind)

w (away)

y (beyond)

MATERIALS:

PD's
PD's in Depth
Pronunciation Contrasts in English

PRONUNCIATION

SHORT VOWELS:	i (bit)
	e (any)
	u (book)
	a (on, awning)
LONG VOWELS:	iy (eat)
	ey (ate)
	ae (at)
	uw (boot)
	ow (own)
schwa	ə (up, about)

MATERIALS:

PD's
PD's in Depth
Pronunciation Contrasts in English *
Survival Pronunciation: Vowels

PRONUNCIATION

SELECTED CONSONANTS:

s z
s(sh) c(ch)
θ(th) ð(th)
l r

DIPHTHONGS:

ay (i) (bye)
oy (oe) (boy)
aw (au) (bough)
ey (a) (bay)

/s/ + CONSONANT CLUSTERS:

sc (scat) sn (snore)
sh (shoe) sp (spell)
sk (skin) sq (square)
sl (sleep) st (stop)
sm (small) sw (sweet)

MATERIALS:

PD's
PD's in Depth
Pronunciation Contrasts in English *

PRONUNCIATION

CONSONANT + /l,r/ CLUSTERS:
(Initial)

bl (blood) br (bright) wr (write)
cl (clean) cr (cry)
fl (fly) dr (drive)
gl (glad) fr (fry)
kl (Klondike) gr (green)
pl (pleasure) pr (pretty)
sl (sleep) tr (tree)

FINAL CLUSTERS ENDING IN: /s, z, t, d/

Examples:
/s/ (beats)
/z/ (cries)
/t/ (laughed)
/d/ (moved)

MATERIALS:

PD's
PD's in Depth
Pronunciation Contrasts in English

PRONUNCIATION

REVIEW DIPHTHONGS:*

ay (pie, tie, dime)
aw (plow, how, towel)
oy (boy, oil, coin)
ey (say, bait, laid)

REVIEW /s/ + CONSONANT CLUSTERS:

sc	sn
(sh)	sp
sk	sq
sl	st
sm	sw

STRESS AND INTONATION PRACTICE

/r,l/ in INITIAL, MEDIAL AND FINAL POSITIONS:

r (rat) (argue) (car)
l (lost) (always) (call)

CLUSTERS OF CONSONANTS + /l,r/:

spl (splash)	scr (scream)
scl (sclerosis)	shr (shrink)
	spr (spring)
	str (strange)

MATERIALS:

PD's
PD's in Depth
Pronunciation Contrasts in English *

PRONUNCIATION

STRESS AND INTONATION PRACTICE

CLUSTERS OF /r/ + CONSONANT: rh (rhyme)

REVIEW: CLUSTERS OF CONSONANTS + /r,l/

VOWEL CONTRASTS

MATERIALS:

PD's
PD's in Depth
Pronunciation Contrasts in English

PRONUNCIATION

RELAXED PRONUNCIATION PATTERNS:

going to (gonna)
don't you (dontcha)
want to (wanna)

WORD FINAL SYLLABLES

WORD FINAL /s,z/

OTHER PRONUNCIATION PROBLEMS AS THEY ARISE (PLEASE LIST)

MATERIALS:

PD's
PD's in Depth
Pronunciation Contrasts in English
Wadda Ya Say

BIBLIOGRAPHY

A BIBLIOGRAPHY THAT WORKS

BY

SHEILA DAYS

My thanks to the following.
for their editorial help:

Barbara Chips: Anaheim High School: ESL Coordinator
Dr. David Eskey: USC:ALI
Dr. William Rutherford: USC: ALI. Director
Nancy Salem: Centinela Valley Adult Education: Administrator
Shelly Spiegle-Coleman: Los Angeles County: ESL/BL Consultant
Steve Talley: THE LANGUAGE WORKS

A LANGUAGE WORKS PUBLICATION

Copyright 1983

A BIBLIOGRAPHY THAT WORKS

TABLE OF CONTENTS

I. Core Texts p 1

II. The Four Skills

1. Listening p 2
2. Speaking p 2
3. Reading p 3
4. Writing p 4

III. Supplementals

1. Academic Skills p 6
2. Business p 6
3. Cultural Strategies p 6
4. Dictionaries p 7
5. Drills p 7
6. Grammar p 8
7. Idioms p 9
8. Literacy Skills p 9
9. Pronunciation p 10
10. Skits, Songs, Chants, Games p 11
11. Tests p 11
12. Visuals p 12
13. Vocabulary p 13

IV. Communicative Approach

1. Competency-Based Adult Education p 13
2. The Natural Approach p 15
3. Survival/Coping Skills p 18
4. Total Physical Response p 19

V. Teacher Reference & Resource

1. Classroom Resource p 20
2. Reference & Theory p 20

INTRODUCTION

A BIBLIOGRAPHY THAT WORKS is a guideline for recommendations, curriculum construction, and supplementals appropriate for use in English as a Second Language programs for adult and high school ESL students.

The bibliography has two basic goals:

1. to provide useful lists of **current** texts and teaching materials
2. to suggest supplemental texts which are **compatible** with current teaching approaches.

USING THE BIBLIOGRAPHY: There are five sections in this bibliography: Core Texts, The Four Skills, Supplementals, Communicative Approach and Teacher Reference and Resource. (see Table of Contents for further sub-classification of these categories.) Each section contains an alphabetical listing of entries by title. Under each entry you will find additional information: author, publisher, level of the text, and whether it is a student text or a teacher resource book.

Levels of each title are indicated on the charts by the letters B for beginning level, I for intermediate, and A for advanced level. **Available components** are also indicated: Cassettes, teacher's manual, workbook, visuals,, and (in the case of core texts) video cassettes.

We have included **recommendations** for The Natural Approach (p. 15), currently used in high school ESL programs, and for Competency-Based Adult Education, used in the adult schools (p. 13). Recommendations from THE LANGUAGE WORKS are based on guidance and assistance from the following sources: Center for Applied Linguistics, California Adult Student Assessment System (CASAS), the Department of Education of the state of California, and from coordinators and ESL teachers of adult and high schools in the Los Angeles area.

It is possible that some titles have been inadvertently omitted, or that levels of books have been insufficiently indicated. Please feel free to offer additions, comments, or corrections as you use this working bibliography. It is offered as a guide to aid you in your consideration of currently available materials.

Publisher codes are used for the sake of brevity. Codes for the publishers for whom we are authorized distributors are indicated below.

Only titles from these publishers are included in this bibliography:

The Alemany Press: Alem
ARCO: ARCO
Cambridge University Press: CUP
Delta Systems: Delta
Easy Aids: EA
ELS Publications: ELS
Harcourt Brace Jovanovich: HBJ
Heinle & Heinle: HH
Lingual House: LH
Longman, Inc.: Lgmn
National Textbook Co.: NTB
Newbury House: NH
Oxford University Press: OUP
Prentice-Hall: PH
Regents Publishing Co.: Reg
Sky Oaks Productions: SO
The University of Michigan Press: UMI

I. CORE TEXTS

I. CORE TEXTS	LEVEL	Student Text	Resource Book	cassettes	teacher's manual	workbook	visuals / video
AMERICAN ENGLISH Chapman/PH	BI	3					
AMERICAN KERNEL LESSONS O'Neill et al/Lgmn	BIA	3		x	x		
AMERICAN STREAMLINE ENGLISH Hartley & Viney/OUP	B	1					
BASIC ENGLISH FOR ADULT COMPETENCY Keltner/PH	B	1			x		
BEYOND THE CLASSROOM Cathcart & Strong/NH	I	1					
ENGLISH FOR ADULT COMPETENCY Keltner et al/PH	BI	2					
ENGLISH FOR THE 21st CENTURY L.A.U.S.D./Delta	B	2			x		x
ENGLISH STEP BY STEP WITH PICTURES Boggs & Dixson/Reg	B	1					
EVERYDAY ENGLISH Krulik/NTB	BI	4			x	x	
EVERYDAY ENGLISH Prather/Alem	B	2			x		x
FOLLOW ME TO SAN FRANCISCO Griffin & Caden/Lgmn	BI	1		x	x		x
FUNCTIONS OF AMERICAN ENGLISH Baeyer/CUP	I	1		x			
GALLERY Fassman & Tavares/OUP	BI	1					
GATEWAY TO ENGLISH SERIES NH	BI	4			x		
GETTING ALONG Brinton/FH	BI	2			x		
GETTING ALONG IN ENGLISH Palmer & Kimball/Lgmn	I	1					
INTENSIVE ENGLISH FOR COMMUNICATION Lindell & Hagiwara/UMI	BI	2					
INTERCOM Yorkey et al/HH	BIA	6		x	x	x	
IN TOUCH Castro & Kimbrough/Lgmn	BI	3		x	x	x	
IT'S ALL IN A DAY'S WORK Draper & Sather/NH	I	1					
LADO ENGLISH SERIES Lado/Reg	BIA	6		x	x	x	
LET'S LEARN ENGLISH Wright & McGillivray/HH	BIA	6		x	x		
LIFELINES Foley & Pomann/Reg	BI	4					
LIFE STYLES Lozano & Sturtevant/Lgmn	IA	3		x	x	x	
MILK AND HONEY Bodman & Lanzano/HBJ	BIA	5		x		x	x
MODERN AMERICAN ENGLISH Dixson/Reg	BIA	6		x	x	x	
MODERN ENGLISH Rutherford/HBJ	A	2			x		
NEW ENGLISH COURSE Cornelius/ELS	BIA	6		x	x	x	
NOTION BY NOTION Ferriera/NH	B	1					
ODYSSEY Kimbrough et al/Lgmn	BI	3		x	x	x	
PASSAGE TO ESL LITERACY Longfield/Delta	B	1		x			x
PRACTICAL ENGLISH Harris/HBJ	BIA	3			x	x	
SIDE BY SIDE Molinsky & Bliss/PH	BI	2		x	x	x	x
SPEAKING OF SURVIVAL Freeman/OUP	BI	1					
SPECTRUM Byrd et al/Reg	BIA	6		x	x	x	
SWITCH ON Menne/HH	BI	1		x	x		x
THIS IS ENGLISH Lee/Alem	B				x		
WELCOME TO ENGLISH Sheeler/ELS	BIA	6		x	x	x	

II. THE FOUR SKILLS

1. LISTENING

	LEVEL	Student Text	Resource Book	cassettes	teacher's manual	workbook	visuals
ADVANCED LISTENING COMPREHENSION Dunkey&Pralorsi/NH	A	x					
BETTER LISTENING SKILLS Sims & Peterson/PH	I	x		x	x		
BEFORE BOOK ONE Boyd & Boyd/Reg	B	x		x	x		
COMMUNICATION SKITS Weinstein/PH	I	x					
DEVELOPING LISTENING COMPREHENSION FOR ESL STUDENTS Plaister/PH	I	x					
IMPROVING ORAL COMPREHENSION Morley/UMI	I	x		x	x		
LISTEN AND ACT Griffee/Lh	I	x		x			
LISTENING CONTOURS Rost/LH	IA	x		x	x		
LISTENING DICTATION Morley/UMI	I	x		x			
LISTENING FOCUS Kisslinger & Rost/LH	IA	x		x	x		
LISTENING IN & SPEAKING OUT Bode et al/Lgmn	IA	x		x			
LISTENING IN THE REAL WORLD Rost & Stratton/LH	I	x		x			
LISTENING TRANSITIONS Rost & Stratton/LH	I	x		x			
LIVING LANGUAGE Johnson/NH	IA	x		x			
MISSING PERSON Anderson et al/Lgmn	B	x		x			
PAIRallels Rost & Lance/LH	IA	x		x			
PINCH AND OUCH Numura/LH	BI	x		x			
SKITS IN ENGLISH Hines/Reg	BI	x		x			
SELECTIONS FOR DEVELOPING ENGLISH LANGUAGE SKILLS Finocchiaro & Lavenda/Reg	I	x		x	x		
WADDAYA SAY? Weinstein/ELS	BI	x		x			
TUNE IN TO ENGLISH Kind/Reg	B	x		x			

2. SPEAKING

	LEVEL	Student Text	Resource Book	cassettes	teacher's manual	workbook	visuals
AROUND TOWN Ockendon & Jones/Lgmn	IA	x		x			
COLLOQUIAL ENGLISH Collis/Reg	BI	x	x				
COMMUNICATION SKITS Weinstein/PH	I	x					
CONNECTIONS Boyd & Boyd/Reg	B	x		x	x		
a CONVERSATION BOOK:ENGLISH IN EVERYDAY LIFE Carver & Fotinos/PH	BI	x					
CONVERSATIONS IN ENGLISH: POINTS OF DEPARTURE Dobson/HH	BI	x					
CONVERSATIONS IN ENGLISH: PROFESSIONAL CAREERS Dobson/HH	BI	x					
CONVERSATIONAL SURVIVAL SKILLS Hamel/EA	B						x
GETTING ALONG IN ENGLISH Palmer & Kimball/Lgmn	BI	x		x			

II. THE FOUR SKILLS	LEVEL	Student Text	Resource Book	cassettes	teacher's manual	workbook	visuals
SPEAKING, cont'd.							
IMPROVING SPOKEN ENGLISH Morley/UMi	I	x					
INTERVIEW Cornelius/Lgmn	IA	x		x			
IT'S TIME TO TALK Dubin & Margol/PH	I	x					
JAZZ CHANTS Graham/OUP	BI	x		x			
JAZZ CHANTS FOR CHILDREN Graham/OUP	BI	x		x	x		
LOOKING AT AMERICA SERIES Huizenga/NTB	BI	x					
The MIND'S EYE Maley & Grellet/CUP	IA	x			x		
MISSING PERSON Anderson et al/Lgmn	BI	x		x			
NON-STOP DISCUSSION WORKBOOK Rooks/NH	I	x					
PAIRallels Rost & Lance/LH	I	x		x			
PICTURE CARDS THAT BUILD STORIES Hamel/EA	B						x
PICTURE IT! Regents	B	x					
POINTS OF VIEW Pifer & Mutoh/NH	I	x					
PROSE AND PASSION Gabriel/Reg	I	x		x	x		
REACT-INTERACT Byrd & Cabetas/Reg	I	x					
SKITS IN ENGLISH Hines/Reg	BI	x		x			
SPEAK EASY Silverson et al/Lgmn (video cassette)	BI	x		x	x		
TAKE A STAND Alexander/Lgmn	I	x		x			
TALK IT OVER Alexander et al/Lgmn	I	x		x			
WHAT'S THE STORY? Markstein/Lgmn	BI	x		x	x		
3. READING							
ADVANCED AMERICAN ANECDOTES IN ENGLISH Hill/OUP	A	x		x			
ALICE BLOWS A FUSE Boyd & Boyd/PH	BI	x			x		
The AMERICAN DREAM Hockmard/Lgmn	A	x					
AMERICAN MOSAIC Live & Sandkowsky/PH	I	x					
CONTACT USA Abraham & Mackey/PH	I	x					
DEVELOPING READING SKILLS Advanced Markstein & Hirasawa/NH	A	x					
DEVELOPING READING SKILLS Intermed Markstein & Hirasawa/NH	I	x					
DISCOVER AMERICA SERIES NTB	I	x					
ELECTRIC ELEPHANT Graham/OUP	I	x					
ELEMENTARY AMERICAN ANECDOTES Hill/OUP	B	x		x			
ENCOUNTERS Pimsleur & Berger/HBJ	I	x					
EXPANDING READING SKILLS Advanced Markstein&Hirasawa/NH	A	x					
EXPANDING READING SKILLS Intermed Markstein&Hirasawa/NH	I	x					
FIRST STEPS IN READING & WRITING Wigfield/NH	B	x					

II. THE FOUR SKILLS	LEVEL	Student Text	Resource Book	cassettes	teacher's manual	workbook	visuals
READING, cont'd.							
GREAT IDEAS Ardiff & Seaward/NH	I	x					
INTERMEDIATE AMERICAN ANECDOTES IN ENGLISH Hill/OUP	I	x		x			
INTERNATIONAL STORIES Janssen/PH	I	x					
LONGMAN AMERICAN STRUCTURAL READERS Lgmn	BIA	x			x	x	
LONGMAN STRUCTURAL READERS Lgmn	BIA	x		x			
MODERN AMERICAN PROFILES Kenan/HBJ	I	x					
The NEW ARRIVAL Kuntz/Alem	B	x					
NEWBURY HOUSE READING SERIES various authors/NH	BIA	x					
NEW METHOD SUPPLEMENTARY READERS Lgmn	BIA	x		x			
O PROMISED LAND Dennis/NH	I	x					
PERSPECTIVES Fox/HBJ	I	x					
PROSE AND PASSION Gabriel/Reg	I	x		x	x		
READER'S CHOICE Baudoin et al/UMI	I	x			x		
READ IN ENGLISH Scott/Lgmn	IA	x			x		
READING BY DOING Simmons & Palmer/NTB	IA	x			x		
READING IMPROVEMENT Harris/PH	IA	x					
READING, THINKING, & WRITING Lawrence/UMI	I	x			x		
READ ON SPEAK OUT Ferriera & Vai/NH	IA	x					
REFLECTIONS Griffin & Dennis/NH	I	x					
REGENTS ILLUSTRATED CLASSICS ed by Kirn/Reg	BIA	x			x		
REGENTS READERS McConochie/Reg	BIA	x					
SEVEN PLAYS FROM AMERICAN LITERATURE ed McCallum/ELS	I	x		x			
SIX STORIES FOR ACTING ed. McCallum/ELS	I	x		x			
STREAMLINE READERS various authors/HH	IA	x					
TAKE A STAND Alexander/Lgmn	I	x		x			
TIME AND SPACE Connely & Sims/PH	I	x					
WHO DID (DONE) IT? Yorio & Morse/PH	I	x					
YESTERDAY AND TODAY IN THE USA Live/PH	I	x					
4. WRITING							
ALL SPELLED OUT Kirn/ELS	B	x		x	x		
BEGINNING COMPOSITION THROUGH PICTURES Heaton/Lgmn	B	x					
C O M P Alexander & Corneluis/Lgmn	I	x					
COMPOSITION THROUGH PICTURES Heaton/Lgmn	BI	x					
COMPOSITION STEPS Horn & Rosman/NH	I						

II. THE FOUR SKILLS	LEVEL	Student Text	Resource Book	cassettes	teacher's manual	workbook	visuals
WRITING, cont'd.							
CONTROLLED COMPOSITION IN ENGLISH AS A SECOND LANGUAGE Paulston & Dykstra/Reg	IA	x					
ELEMENTARY COMPOSITION PRACTICE Blanton/NH	B	x					
ENGLISH FOR ACADEMIC USES-A Writing Workbook Admas & Dwyer/PH	A	x					
ENGLISH SOUNDS AND SPELLING McClelland/PH	BI	x					
ENGLISH SURVIVAL SERIES Maggs/NTB	BI	x			x		
FIRST STEPS IN READING AND WRITING Wigfield/NH	B	x					
FOCUS ON COMPOSITION Raimes/OUP	A	x			x		
HANDWRITING WORKBOOK Markley/ELS	B	x					
INTERMEDIATE COMPOSITION PRACTICE Blanton/NH	I	x					
LET'S WRITE ENGLISH Wishon & Burks/HH	IA	x					
PRACTICE, PLAN AND WRITE Mattheys & Tura:HH	IA	x			x		
PREPARATION FOR WRITING Wohl/NH	A	x					
PRINTING AND HANDWRITING Henderson/HH	B	x					
PROGRESSIVE PICTURE COMPOSITION Byrne/Lgmn	BI	x			x		x
PUT IT IN WRITING Blot & Davidson/NH	I	x					
REACT- INTERACT Byrd & Cabetas/Reg	I	x					
READING, THINKING, & WRITING Lawrence/UMI	I	x					
SEND ME A LETTER Gonshack/PH	I	x					
TECHNIQUES FOR WRITING Wohl/NH	A	x					
30 PASSAGES Byrne & Cornelius/Lgmn	I	x					
WRITING AMERICAN ENGLISH Seward/Alem	B	x					
WRITING AS A THINKING PROCESS Lawrence/UMi	A	x			x		
a WRITING BOOK: ENGLISH IN EVERY DAY LIFE Carver & Fotinos/PH	B	x					
WRITING FOR A SPECIFIC PURPOSE McKay/PH	A	x					
WRITTEN ENGLISH Rainsbury/PH	BI	x					

III. SUPPLEMENTALS

1. ACADEMIC SKILLS

	LEVEL	Student Text	Resource Book	cassettes	teacher's manual	workbook	visuals
ACADEMIC ENGLISH FOR INTERNATIONAL STUDENTS Rossi & Gasser/PH	A	x					
ENGLISH ACROSS THE CURRICULUM Maggs/NTB	BI	x					
ENGLISH FOR ACADEMIC USES–A Writing Book Admas&Barrett/PH	A	x					
ENGLISH FOR ACADEMIC & TECHNICAL PURPOSES Selinker/NH	A	x					
GUIDE TO LANGUAGE AND STUDY SKILLS FOR COLLEGE STUDENTS Martin et al/PH	A	x					
HOW TO BE A SUCCESSFUL LANGUAGE LEARNER Rubin & Thompson/HH	A	x					
HOW TO TAKE STANDARDIZED TESTS Oliver/ELS	A	x					
LISTENING & LEARNING MODULES I–V Young & Fitzgerald/NH	IA	x		x	x		
READING ENGLISH FOR ACADEMIC STUDY Long et al/NH	A	x					
SCIENCE AND TECHNOLOGY A Reader Lander/NH	I	x					
SCI-TECH Drobnic et al/ELS	I	x					
TOEFL: The Test of English as a Foreign Language Moreno et al/PH	A	x					

2. BUSINESS

	LEVEL	Student Text	Resource Book	cassettes	teacher's manual	workbook	visuals
AMERICAN BUSINESS ENCOUNTERS Olsen/Alem	I	x					
BUSINESS CONCEPTS FOR ENGLISH PRACTICE Dowling & McDougal/NH	IA	x			x		
BUSINESS IN ENGLISH Hacikyan & Gill/Reg	I	x					
BUSINESS LETTER HANDBOOK de Meza/Reg	I	x					
CONVERSATIONS IN ENGLISH: PROFESSIONAL CAREERS Dobson/HH	I	x					
FLUENCY SQUARES FOR BUSINESS AND TECHNOLOGY Knoles & Sasaki/Reg	BI	x					
ENGLISH FOR CAREERS SERIES (27 titles) Regents	IA	x					
SEND ME A LETTER Gonshack/PH	I	x					

3. CULTURAL STRATEGIES

	LEVEL	Student Text	Resource Book	cassettes	teacher's manual	workbook	visuals
AMERICAN BUSINESS ENCOUNTERS Olsen/Alem	I	x					
AMERICAN CULTURE ENCOUNTERS Ford & Silverman/Alem	BI	x					
COLLOQUIAL ENGLISH Collis/Reg	BIA	x					
COMING TO AMERICA Coleman & Hillman/NH	I	x					
DISCOVER AMERICA SERIES (6 titles) NTB	I	x					

III. SUPPLEMENTALS	LEVEL	Student Text	Resource Book	cassettes	teacher's manual	workbook	visuals
CULTURAL STRATEGIES, cont'd.							
HANDBOOK FOR AMERICAN CITIZENSHIP Seely/Alem	I	x					
LISTENING IN & SPEAKING OUT Bode et al/Lgmn	IA	x		x			
LIVING LANGUAGE Johnson/NH	I	x		x			
O PROMISED LAND Dennis/NH	I	x					
QUESTIONS & ANSWERS ON AMERICAN CITIZENSHIP Wiener/Reg	IA	x					
READINGS AND CONVERSATIONS ELS	IA	x		x			
YESTERDAY AND TODAY IN THE USA Live/PH	I	x					
4. DICTIONARIES							
ENGLISH-SPANISH, SPANISH-ENGLISH MEDICAL Hirschhorn/Reg	BIA		x				
GLOSSARY OF MANAGEMENT TERMS–English/Spanish/Reg	IA		x				
LONGMAN DICTIONARY OF AMERICAN ENGLISH Allen, Eskey et al/Lgmn	BIA	x	x				
LONGMAN DICTIONARY OF CONTEMPORARY ENGLISH Proctor/L	IA		x				
MI PRIMER DICCIONARIO ILLUSTRADO DE INGLES Dixson & Fox/Reg	BI	x					
OXFORD ADVANCED LEARNER'S DICTIONARY OF ENGLISH Hornby/OUP	A		x				
OXFORD AMERICAN DICTIONARY Marckwardt/OUP	BIA		x				
OXFORD ELEMENTARY LEARNER'S DICTIONARY OF ENGLISH Hornby/OUP	BI		x				
OXFORD PICTURE DICTIONARY OF AMERICAN ENGLISH Parnwell/OUP	B		x			x	x
OXFORD PICTURE DICTIONARY: BILINGUAL EDITIONS (Spanish or Japanese) Parnwell/OUP	B		x			x	x
UNIVERSITY OF CHICAGO ENGLISH-SPANISH DICTIONARY Castillo & Bond/NTB	BIA		x				
USE YOUR DICTIONARY Underhill/OUP	BI		x				
5. DRILL BOOKS							
ADVANCED ENGLISH VOCABULARY Barnard/NH	A	x			x		
ENGLISH PATTERN PRACTICES Lado & Fries/UMI	I	x					
ENGLISH SENTENCE STRUCTURE Krohn/UMI	I	x			x		
ESL GRAMMAR QUIZBOOK Dart/PH	IA	x					
ESL GRAMMAR WORKBOOK Dart/PH	IA	x			x		

III. SUPPLEMENTALS

DRILL BOOKS cont'd.

	LEVEL	Student Text	Resource Book	cassettes	teacher's manual	workbook	visuals
EVERYDAY DIALOGUES IN ENGLISH Dixson/Reg	IA	x					
EXTRA DRILLS AND PRACTICES Sheeler/ELS	A	x					
FOUNDATIONS FOR READING & WRITING Sheeler &Bayley/ELS	BI	x		x			
GRADED EXERCISES IN ENGLISH Dixson/Reg	IA	x					
GRAMMAR AND DRILLBOOK Sheeler/ELS	IA	x					
GRAMMARWORK Breyer/Reg	BIA	x					
LET'S WRITE ENGLISH Wishon & Burks/HH	IA	x					
PD's(Pronunciation Drills) Trager & Henderson/ELS	IA	x		x			
PD's IN DEPTH Trager/ELS	IA	x		x			
PRACTICE EXERCISES IN EVERYDAY ENGLISH Dixson/Reg	A	x					
PREPOSITIONS: DYAD PROGRAM Pack/NH	I	x					
PRONOUNS: DYAD PROGRAM Pack/NH	I	x					
REGENTS ENGLISH WORKBOOK Dixson/Reg	BIA	x					
TESTS AND DRILLS IN ENGLISH Dixson/Reg	BIA	x					
TWO-WORD VERBS IN ENGLISH Hook/HBJ	I	x					
VERB CHOICES AND VERB FORMS: DYAD PROGRAM Pack/NH	I	x					
VERBS IN ACTION Ferriera/NH	I	x					
VOCABULARY IN CONTEXT Franklin et al/UMI	I	x					
VOCABULARY WORKSHOP Thompson/HBJ	I	x					
WORDS. WORDS. WORDS Sheeler & Markley/Reg	IA	x					
WRITING PRACTICAL ENGLISH Harris & Rowe/HBJ	BIA	x					
UNDERSTANDING & USING ENGLISH GRAMMAR Azar/PH	IA	x			x		
USING ENGLISH YOUR SECOND LANGUAGE Danielson & Hayden/PH	I	x					

6. GRAMMAR

	LEVEL	Student Text	Resource Book	cassettes	teacher's manual	workbook	visuals
ACTIVE ENGLISH Porter & Sharp/PH	IA	x				x	
COMMUNICATE WHAT YOU MEAN Pollock/PH	A	x					
COMMUNICATIVE GRAMMAR OF ENGLISH Leech & Svartvil/Lgmn	A	x	x				
CREATIVE ENGLISH Sandberg & Steinmetz/PH	BI	x					
DEVELOPING FLUENCY IN ENGLISH Crymes/PH	A	x					
ENGLISH STRUCTURE IN FOCUS Davis/NH	I	x			x		
ESL GRAMMAR HANDBOOK Dart/PH	IA	x					
ESL GRAMMAR QUIZBOOK Dart/PH	IA	x					
ESL GRAMMAR WORKBOOK Dart/PH	IA	x					
FOUNDATIONS FOR READING & WRITING Sheeler & Dale/ELS	BI	x		x			

III. SUPPLEMENTALS

GRAMMAR cont'd.

	LEVEL	Student Text	Resource Book	cassettes	teacher's manual	workbook	visuals
GRAMMARWORK Breyer/Reg	BI	x					
LOOKING AT ENGLISH Maikemes & Pires/PH	BI	x					
MODERN ENGLISH: EXERCISES FOR NON-NATIVE SPEAKERS Frank/PH	IA	x					
MODERN ENGLISH: A PRACTICAL REFERENCE GUIDE Frank/PH	IA	x					
PICTURES THAT TEACH IRREGULAR VERBS Chaille/EA	B						x
RAPID REVIEW OF ENGLISH GRAMMAR Praninskas/PH	A	x	x				
a REFERENCE GRAMMAR FOR STUDENTS OF ENGLISH Close/Lgmn	A		x				
SIDE BY SIDE Molinsky & Bliss/PH	BI	x		x	x	x	x
STEP BY STEP WITH PICTURES Dixson et al/Reg	B	x					
STRUCTURE AND MEANING Abraham/NH	A	x					
TWO-WORD VERBS Hook/HBJ	IA	x					
UNDERSTANDING AND USING ENGLISH GRAMMAR Azar/PH	IA	x			x		
VERBS IN ACTION Ferriera/NH	I	x					
VOCABULARY IN CONTEXT Franklin et al/UMI	I	x					

7. IDIOMS

	LEVEL	Student Text	Resource Book	cassettes	teacher's manual	workbook	visuals
COLLOQUIAL ENGLISH Collis/Reg	IA	x	x				
DANGEROUS ENGLISH Claire/Alem	BIA	x	x				
ESSENTIAL IDIOMS IN ENGLISH Dixson/Reg	IA	x					
a HANDY BOOK OF COMMONLY USED AMERICAN IDIOMS Weiner/Reg	IA		x				
IDIOMS IN ACTION Reeves/NH	I	x					
PINCH AND OUCH Nomura/LH	I	x					
PRACTICE WITH IDIOMS Feare/OUP	IA	x					
TAKE IT EASY McPartland/PH	I	x					
WADDAYA SAY? Weinstein/ELS	BI	x		x			

8. LITERACY SKILLS

	LEVEL	Student Text	Resource Book	cassettes	teacher's manual	workbook	visuals
BASIC ENGLISH FOR ADULT COMPETENCY Keltner et al/PH	B	x			x		
BASIC VOCABULARY BUILDER Liebowitz/NTB	B						x
BEFORE BOOK ONE Boyd & Boyd/Reg	B	x		x	x		
BEFORE THE BELL RINGS Stricherz/Alem	B		x				
CONSONANTS SOUND EASY Bassano/Alem	B	x					

III. SUPPLEMENTALS

	LEVEL	Student Text	Resource Book	cassettes	teacher's manual	workbook	visuals
LITERACY SKILLS contt'd.							
ENGLISH FOR ADULT COMPETENCY Keltner et al/PH	B	x					
ENGLISH FOR THE 21st CENTURY L.A.U.S.D/Delta	B	x			x		x
FIRST STEPS IN READING & WRITING Wigfield/NH	B	x					
HANDWRITING WORKBOOK Markley/ELS	B	x					
LIVE ACTION ENGLISH Romijn & Seely/Alem	B	x					
NECESSARY WORDS TO LIVE BY Hamel/EA	B						x
PASSAGE TO ESL LITERACY Longfield/Delta	B	x			x		x
PICTURE IT Regents	B	x					
PRACTICAL VOCABULARY BUILDER Liebowitz/NTB	B						x
PRINTING AND HANDWRITNG Henderson/HH	B	x					
SOUNDS EASY Bassano/Alem	B	x					
SURVIVAL PRONUNCIATION Hecht & Ryan/Alem	B	x			x		
WRITING AMERICAN ENGLISH Seward/Alem	B	x					
9. PRONUNCIATION							
ACTIVE ENGLISH PRONUNCIATION AND SPEECH Bens/PH	I	x					
ALL SPELLED OUT Kirn/ELS	BI	x		x	x		
CONSONANTS SOUND EASY Bassano/Alem	B	x					
ENGLISH PRONUNCIATION EXERCISES FOR JAPANESE STUDENTS Grata/Reg	BI	x					
ENGLISH SOUNDS AND SPELLING McClelland et al/PH	BI	x					
PATTERNS OF ENGLISH PRONUNCIATION Bowen/NH	IA	x	x				
PD's (PRONUNCIATION DRILLS) Trager & Henderson/ELS	IA	x		x			
PD's IN DEPTH Trager/ELS	IA	x		x			
PRONUNCIATION CONTRASTS IN ENGLISH Nilsen&Nilsen/Reg	IA	x	x				
PRONUNCIATION EXERCISES IN ENGLISH Clarey & Dixson/Reg	IA	x		x			
SHIP OR SHEEP Baker/CUP	B I	x		x			
SURVIVAL PRONUNCIATION Hecht & Ryan/Alem	B	x			x		
TREE OR THREE Baker/CUP	BI	x		x			
SOUNDS EASY Bassano/Alem	B	x					

III. SUPPLEMENTALS	LEVEL	Student Text	Resource Book	cassettes	teacher's manual	workbook	visuals
10. SKITS, SONGS, CHANTS, GAMES							
ADVANCED CROSSWORDS Crowther/OUP	A	x		x			
BASIC VOCABULARY BUILDER Leibowitz/NTB	B						x
COMMUNICATION SKITS Weinstein/PH	I	x					
EASY VOCABULARY GAMES Schinke/NTB	B		x				
ELEMENTARY CROSSWORDS Crowther/OUP	B	x		x			
IF YOU FEEL LIKE SINGING Osman & McConochie/Lgmn	BI	x		x			
INTERMEDIATE CROSSWORDS Crowther/OUP	I	x		x			
INTRODUCTORY CROSSWORDS Crowther/OUP	BI	x		x			
JAZZ CHANTS Graham/OUP	BI	x		x			
JAZZ CHANTS FOR CHILDREN Graham/OUP	BI	x		x	x		
LISTEN AND ACT Griffee/LH	BI	x				x	
PINCH AND OUCH-ENGLISH THROUGH DRAMA Nomura/LH	BI	x		x			
PINCH AND OUCH- ACTING GAMES Nomura/LH	BI	x		x			
PLAY AND PRACTICE Chamberlin & Stenberg/NTB	B		x				
SKITS IN ENGLISH Hines/Reg	BI	x		x			
TUNE IN TO ENGLISH Kind/Reg	BI	x		x			
TURN OF THE CENTURY SONGBOOK Graham/REG	BI	x		x			
VOCABULARY GAMES Schinke/NTB	BI		x				
11. TESTS & MEASUREMENT							
(ELSA) ENGLISH LANGUAGE SKILLS ASSESSMENT Ilyin et al/NH	BIA		x				
GRAMMAR REVIEW FOR THE TOEFL HBJ	IA	x					
The H.E.L.P TEST Henderson & Moriarty/Alem	B		x				
HOW TO TAKE STANDARDIZED TESTS Oliver/Els	IA	x		x			
ILYIN ORAL INTERVIEW TEST Ilyin/NH	BIA		x				
(LCGT) LISTENING COMPREHENSION GROUP TESTS Ilyin/NH	BI	x			x		
MAC CHECKLIST FOR TESTS Maculaitis/Alem	BI		x				
MINI-CHECK STUDENT SCORING SET Ilyin/Alem	BIA		x				
S.L.O.P.E. TEST Fathman/Alem	BI		x				
S.T.E.L.: STRUCTURE TESTS ENGLISH LANGUAGE Best&Ilyin/NH	BIA		x				
SPELL 'N' CHECK Olsen & White/Alem	BIA		x				
TESTING COMMUNICATIVE PERFORMANCE Carroll/Alem	BI		x				
TESTING LANGUAGE ABILITY IN THE CLASSROOM Cohen/NH			x				
TEST OF ENGLISH AS A FOREIGN LANGUAGE (TOEFL) Arco	IA	x					
ULLMAN ESL-ACHIEVEMENT TEST Ullman/ Alem	BI	x					

III. SUPPLEMENTALS	LEVEL	Student Text	Resource Book	cassettes	teacher's manual	workbook	visuals
12. VISUALS							
EASY AIDS VISUALS: ALL Conversation Survival Skills–Do. Does. Did– English Activities to Grow By–Fall. Fell. Fallen–Flash Cards That Teach Irregular Verbs–Fly. Flew. Flown–Get. Got. Gotten–Five. Gave. Given–More English Activities to Grow By–More Necessary Words to Live By–More Picture Cards That Build Stories–More Pictures That Teach Words–More Places to Go–Necessary Words to Live By–Picture Cards That Build Stories–Pictures That Teach Words–Pictures That Teach Science–Places to Go–Take. Took. Taken–Tell the Doctor–Write. Wrote. Written	BI						x
EASY ENGLISH LEARNING CARDS Mat & Wellman/NTB	B						x
EVERYDAY ENGLISH FLASHCARDS Prather/Alem	B						x
LANGUAGE VISUALS NTB	B						x
PASSAGE TO ESL LITERACY VISUALS Longfield/Delta	B						x
PICTURE DICTIONARY WALL CHARTS Parnwell/OUP	B						x
PROGRESSIVE PICTURE COMPOSITION Byrne/Lgmn	BI	x			x		x
VERB BINGO Hajnal/Lgmn	BI						x
WHAT'S THE STORY Markstein & Grunbaum/Lgmn	BIA	x			x		x
TOTAL PHYSICAL RESPONSE KITS Asher/Sky Oaks The Home–The Kitchen–The Town–The Airport–The Classroom–TheSupermarket–The Beach–The Clock–The Calendar–The Alphabet–The Gas Station–The Farm–The Harbor–The Firehouse–The Playground–European Map–United States Map–2 Kits in One: Restaurants–4 Kits in One: Community. School. Work and Leisure Time	B				x		x
13. VOCABULARY							
ADVANCED ENGLISH VOCABULARY Bernard/NH	A	x					
ALL SPELLED OUT Kirn/ELS	BI	x		x	x		
BASIC VOCABULARY BUILDER Liebowitz/NTB	B						x
CHECKLIST FOR VOCABULARY STUDY Yorkey/Lgmn	I	x					
EASY VOCABULARY GAMES Schinke/NTB	B		x				
FLASH CARDS THAT TEACH IRREGULAR VERBS Chaille/EA	B						x
NECESSARY WORDS TO LIVE BY Hamel/EA	B						x
PICTURES THAT TEACH WORDS Chaille/EA	B						x
PRACTICE WITH IDIOMS Fears/OUP	IA	x					
PRACTICAL VOCABULARY BUILDER Liebowtiz/NTB	B						x
WORDS. WORDS. WORDS Sheeler & Markley/Reg	IA	x					
see Easy Aids Visuals above for more Vocabulary titles							

IV. COMMUNICATIVE APPROACH

	LEVEL	Student Text	Resource Book	cassettes	teacher's manual	workbook	visuals
1. COMPETENCY-BASED ADULT							
AMERICAN CULTURAL ENCOUNTERS Ford & Silverman/Alem	BI		x				
BASIC ENGLISH FOR ADULT COMPETENCY Keltner/PH	B	x			x		
COMMUNICATION STARTERS Olsen/Alem	BI		x				
CONSONANTS SOUND EASY Bassano/Alem	B	x					
a CONVERSATION BOOK: ENGLISH IN EVERYDAY LIFE Carver & Fotinos/PH	B	x					
EASY AIDS VISUALS—See page 12 for titles	B						x
ELEMENTARY COMPOSITION PRACTICE Blanton/NH	B	x					
ENGLISH FOR ADULT COMPETENCY Keltner et al/PH	BI	x					
ENGLISH FOR THE 21st CENTURY LAUSD/Delta	B	x			x		x
ENGLISH SOUNDS AND SPELLING McClelland et al/PH	BI	x					
ESL OPERATIONS Nelson & Winters/NH	BI		x				
EVERYDAY ENGLISH Krulik & Zaffran/NTB	BI	x			x		
EVERYDAY ENGLISH Prather/Alem	BI	x			x		x
GALLERY Fassman& Tavares/OUP	BI	x					
INTERCOM Yorkey et al/HH	BIA	x		x	x	x	
IN TOUCHCastro & Kimbrough/Lgmn	BI	x		x	x	x	
IT'S TIME TO TALK Dubin & Margol/PH	I	x					
IT'S UP TO YOU Dresner & Beck/Lgmn	I	x					
LIFELINES Foley & Pomann/Reg	BI	x					
LIVE ACTION ENGLISH Romijn & Seely/Alem	B		x				
LOOK WHO'S TALKING Christison & Bassano/Alem	BI		x				
The NEW ARRIVAL Kuntz/Alem	B	x					
NOTION BY NOTION Ferriera/NH	B	x					
OXFORD PICTURE DICTIONARY Parnwell/OUP	BI	x					x
PASSAGE TO ESL LITERACY Longfield/Delta	B	x			x		x
POINTS OF VIEW Pifer & Mutoh/NH	I	x					
SIDE BY SIDE Molinsky & Bliss/PH	BI	x		x	x	x	x
SKITS IN ENGLISH Hines/Reg	BI	x		x			
SOUNDS EASY Bassano/Alem	B	x					
SPEAKING OF SURVIVAL (SOS) Freeman/OUP	BI	x					
SPECTRUM Byrd et al/Reg	BIA	x		x	x	x	
SURVIVAL PRONUNCIATION Hecht & Ryan/Alem	B	x			x		
T.P.R. KITS: see page 12 for titles	B				x		x
TUNE IN TO ENGLISH Kind/Reg	BI	x		x			
a WRITING BOOK: ENGLISH IN EVERYDAY LIFECarver&Fotinos/PH	B	x					

IV. COMMUNICATIVE APPROACH

COMPETENCY-BASED ADULT RECOMMENDATIONS

Spring 1983

COURSE TEXTS:

Basic English for Adult Competency
English for Adult Competency I & II
English for the 21st Century
Everyday English I & 2 (Alemany)
Everyday English I-4 (NTB)
Getting Along
Intercom I-6
In Touch I-3
Lifelines I-4
Lifestyles I-3
Live Action English for Foreign Students
Notion by Notion
Passage to ESL Literacy
Spectrum I-3
Speaking of Survival

CONVERSATION TEXTS:

American Cultural Encounters
Communication Starters
A Conversation Book:English in Everyday Life
It's Time to Talk
Look Who'ls Talking
Skits in English
Tune in to English

PRONUNCIATION TEXTS:

Consonants Sound Easy
English Sounds and Spelling
Oxford Picture Dictionary Workbook
Sounds Easy
Survival Pronunciation

SURVIVAL TEXTS:

Basic English for Adult Competency
Consonants Sound Easy
A Conversation Book:English in Everyday Life
English for Adult Competency I & II
E S L Operations
It's Up to You
Lifelines I-4
Look Who's Talking
Necessary Words to Live by
(Plus other Easy Aids visuals: see bibliography)
Sidy by Side I & II
Sounds Easy
Survival Pronunciation
A Writing Book: English in Everyday Life

READING & WRITING TEXTS:

Elementary Composition Practice I & II
English Sounds and Spelling
The New Arrival I & II
Oxford Picture Dictionary Workbook
Points of View
Printing and Handwriting
A Writing Book: English in Everyday Life

TOTAL PHYSICAL RESPONSE:

Learning Another Language Through Actions
Listen and Act
Live Action English
Teaching English Through Action
The T.P.R. Kits: The Home. The Kitchen. The Town. The Airport. The Classroom. The Supermarket. The Beach. The Clock. The Calendar.The Alphabet. The Gas Station. The Farm. The Harbor. The Firehouse. The Playground. European Map. United States Map. Restaruants. and School-Work-Community-Leisure Time.

THE LANGUAGE WORKS

IV. COMMUNICATIVE APPROACH

2. NATURAL APPROACH

	LEVEL	Student Text	Resource Book	cassettes	teacher's manual	workbook	visuals
ADVANCED ANECDOTES IN AMERICAN ENGLISH Hill/OUP	A	x		x			
ALICE BLOWS A FUSE Boyd & Boyd/PH	BI	x			x		
ALL SPELLED OUT Kim/ELS	BI	x		x	x		
AMERICAN CULTURAL ENCOUNTERS Ford & Silverman/Alem	BI	x					
BASIC VOCABULARY BUILDER Liebowitz/NTB	B						x
BEFORE BOOK ONE Boyd/Reg	B	x		x	x		
COMMUNICATION SKITS Weinstein/PH	BI	x					
COMMUNICATION STARTERS Olsen/Alem	B		x				
CONNECTIONS Boyd/Reg	B	x		x	x		
CONSONANTS SOUND EASY Bassano/Alem	B	x					
CONVERSATIONAL SURVIVAL SKILLS Hamel/EA	B						x
a CONVERSATION BOOK:English in Everyday Life Carver & Fotinos/PH	BI	x					
CONVERSATIONS IN ENGLISH: Points of Departure Dobson/HH	BI	x					
DRAWING OUT Bassano/Alem	B		x				
EASY VOCABULARY GAMES Liebowitz/NTB	B		x				
ELEMENTARY ANECDOTES IN AMERICAN ENGLISH Hill/OUP	B	x		x			
ELEMENTARY COMPOSITION PRACTICE Blanton/NH	B	x					
ENGLISH SOUNDS AND SPELLING McClelland et al/PH	BI	x					
ENGLISH THROUGH POETRY Christison/Alem	B	x					
E S L OPERATIONS Nelson & Winters/NH	B		x				
EVERYDAY ENGLISH Krulik & Zaffran/NTB	BI	x			x		
EVERYDAY ENGLISH Prather/Alem	B	x			x		x
HANDBOOK FOR CITIZENSHIP Seely/Alem	BI	x					
IMPROVING AURAL COMPREHENSION Morley/UMI	I	x			x		
INTERCOM Yorkey et al/HH	BIA	x		x	x	x	
INTERMEDIATE ANECDOTES IN AMERICAN ENGLISH Hill/OUP	I	x		x			
IN TOUCH Castro & Kimbrough/Lgmn	BI	x		x	x	x	
JAZZ CHANTS Graham/OUP	BI	x		x			
JAZZ CHANTS FOR CHILDREN Graham/OUP	BI	x		x	x		
LEARNING ANOTHER LANGUAGE THROUGH ACTIONS Asher/SO	B		x				
LISTEN AND ACT Griffee/LH	I	x		x			
LISTENING IN & SPEAKING OUT Bode et al/Lgmn	IA	x		x			
LISTENING IN THE REAL WORLD Rost & Stratton/LH	I	x		x			
LISTENING TRANSITIONS Rost & Stratton/LH	I	x		x			
LIVE ACTION ENGLISH Romijn & Seely/Alem	B		x				

IV. COMMUNICATIVE APPROACH	LEVEL	Student Text	Resource Book	cassettes	teacher's manual	workbook	visuals
NATURAL APPROACH cont'd.							
LONGMAN AMERICAN STRUCTURAL READERS /Lgmn	BIA	x		x	x	x	
LOOK WHO'S TALKING Christison & Bassano/Alem	B		x				
MORE PICTURES THAT TEACH WORDS Chaille /EA	B						x
THE NATURAL APPROACH Krashen & Terrell/Alem	B		x				
NECESSARY WORDS TO LIVE BY Hamel/EA	B						x
The NEW ARRIVAL Kuntz/Alem	B	x					
NON-STOP DISCUSSION WORKBOOK Rooks/NH	B	x					
NOTION BY NOTION Ferriera/NH	B	x					
ODYSSEY Kimbrough et al/Lgmn	BI	x		x	x	x	
OXFORD PICTURE DICTIONARY WORKBOOK Parnwell/OUP	B	x					x
PASSAGE TO ESL LITERACY Longfield/Delta	B	x			x		x
PICTURE IT Regents	B	x					
PICTURES THAT TEACH SCIENCE Chaille/EA	B						x
PINCH AND OUCH Nomura/LH	BI	x		x			
PLAY AND PRACTICE Chamberlin & Stenberg/NTB	B		x				
PRACTICAL VOCABULARY BUILDER Leibowitz/NTB	B						x
PRINTING AND HANDWRITING Henderson/HH	B	x					
REACT-INTERACT Byrd/Reg	I	x					
SIDE BY SIDE Molinsky & Bliss/PH	BI	x		x	x	x	x
SKITS IN ENGLISH Hines/Reg	BI	x		x			
SOUNDS EASY Bassano/Alem	B	x					
SPECTRUM Byrd et al/Reg	BIA	x		x	x	x	
SURVIVAL PRONUNCIATION Hecht & Ryan/Alem	B	x			x		
TEACHING ENGLISH THROUGH ACTIONS Segal/Segal.Inc.	B		x				
TOTAL PHYSICAL RESPONSE KITS: Sky Oaks The Home. The Kitchen.The Town. The Airport. The Classroom. The Supermarket. The Beach. The Clock. The Calendar. The Alphabet. The Gas Station. The Farm. The Harbor. The Firehouse. The Playground. European Map. United States Map. 2 Kits in I: Restaurants. and 4 Kits in One:Community. School.Work.Leisure.	B						x
TUNE IN TO ENGLISH Kind/Reg	B	x		x			
VOCABULARY GAMES Schinke/NTB	B		x				
VOCABULARY THROUGH PICTURES Chaille/EA	B						x
WADDAYA SAY? Weinstein/ELS	B	x		x			
WRITING AMERICAN ENGLISH Seward/Alem	B	x					
a WRITING BOOK: ENGLISHIN EVERYDAY LIFE Carver & Fotinos/PH	B	x					

IV. COMMUNICATIVE APPROACH

THE NATURAL APPROACH RECOMMENDATIONS

Spring 1983

COURSES:

Everyday English (Alem)
Everyday English (NTB)
Intercom I-6
In Touch I-3
Notion by Notion
Odyssey
Passage to ESL Literacy
Side by Side I & II
Spectrum I-3

CONVERSATION:

Anecdotes in American English
Connections
A Conversation Book: English in Everyday Life
Conversations in English:Points of Departure
Conversational Survival Skills
Jazz Chants
Jazz Chants for Children
React-Interact
Skits in English
Tune in To English
Waddaya Say?
Picture Cards That Build Stories
More Picture Cards That Build Stories

LISTENING & SPEAKING:

Basic Vocabulary Builder
Improving Aural Comprehension
Listen and Act
Listening In & Speaking Out
Listening in the Real World
Listening Transitions
Non-Stop Discussion Workbook
Pinch and Ouch
Practical Vocabulary Builder
Waddaya Say?

READING & WRITING:

Alice Blows a Fuse
All Spelled Out
Elementary Composition Practice I & II
English Sounds and Spelling
Handbook for Citizenship
Logman American Structural Readers, Workbook
The New Arrival I & II
Oxford Picture Dictionary, Workbook
Skits in English
A Writing Book: English in Everyday Life

SURVIVAL:

American Cultural Encounters
Before Book One
Connections
Consonants Sound Easy
A Conversation Book: English in Everyday Life
Conversational Survival Skills
More Necessary Words to Live By
Necessary Words to Live By
Passage to ESL Literacy
Printing and Handwriting
Sounds Easy
Survival Pronunciation
Writing American English
A Writing Book: English in Everyday Life

RESOURCE BOOKS:

Communication Starters
Drawing Out
Easy Vocabulary Games
English Through Poetry
E S L Operations
Learning Another Language Through Actions
Live Action English for Foreign Students
Look Who's Talking
The Natural Approach
Play and Practice
Teaching English Through Actions
TPR Kits (see bibliography for titles)
Vocabulary Games

THE LANGUAGE WORKS

IV. COMMUNICATIVE APPROACH

3. SURVIVAL - COPING SKILLS

	LEVEL	Student Text	Resource Book	cassettes	teacher's manual	workbook	visuals
AMERICAN BUSINESS ENCOUNTERS Olsen/Alem	BI	x					
AMERICAN CULTURAL ENCOUNTERS Ford & Silverman/Alem	BI	x					
BASIC ENGLISH FOR ADULT COMPETENCY Keltner et al/PH	B	x			x		
BEFORE BOOK ONE Boyd/Reg	B	x		x	x		
CONNECTIONS Boyd & Boyd/Reg	I	x		x	x		
a CONVERSATION BOOK: ENGLISH IN EVERYDAY LIFE Carver & Fotinos/PH	B	x					
EASY AIDS VISUALS — ALL: Conversational Survival Skills-Do. Does. Did-English Activities to Grow By-Fall. Fell. Fallen-Flash Cards That Teach Irregular Verbs-Fly.Flew.Flown-Get-Got.Gotten- Give.Gave.Given- More English Activities to Grow By-More Necessary Words to Live By More Picture Cards That Build Stories-More Pictures That Teach Words-More Places to Go-Necessary Words to Live By-Picture Cards That Build Stories-Pictures That Teach Words-Pictures That Teach Science-Places to Go-Take.Took.Taken-Tell the Doctor-Write.Wrote.Written	B						x
ENGLISH FOR ADULT COMPETENCY Keltner et al/PH	BI	x					
EVERYDAY ENGLISH Krulik & Zaffran/NTB	BI	x			x		
EVERYDAY ENGLISH Prather/Alem	B	x			x		x
HANDBOOK FOR AMERICAN CITIZENSHIP Seely/Alem	BI	x					
IT'S UP TO YOU Dresner & Beck/Lgmn	I	x					
LIFELINES Foley & Pomann/Reg	BI	x					
The NEW ARRIVAL Kuntz/Alem	B	x					
PRINTING AND HANDWRITING Henderson/HH	B	x					
SIDE BY SIDE Molinsky & Bliss/PH	BI	x		x	x	x	x
SPEAKING OF SURVIVAL (SOS) Freeman/OUP	BI	x					
SURVIVAL PRONUNCIATION Hecht & Ryan/Alem	B	x					
WRITING AMERICAN ENGLISH Seward/Alem	B	x					
a WRITING BOOK: ENGLISH IN EVERYDAY LIFE Carver & Fotinos/PH	BI	x					

IV. COMMUNICATIVE APPROACH

4. TOTAL PHYSICAL RESPONSE

	LEVEL	Student Text	Resource Book	cassettes	teacher's manual	workbook	visuals
The CHILDREN'S RESPONSE Linse/Alem	B		x				
E S L OPERATIONS: TECHNIQUES FOR LEARNING WHILE DOING Nelson & Winters/NH	B		x				
HOW TO USE T.P.R. Seely/Alem	B		x				
LEARNING ANOTHER LANGUAGE THROUGH ACTIONS: The Complete Teacher's Guide Asher/SO	B		x				
LEARNING WITH MOVEMENTS: TOTAL PHYSICAL RESPONSE English-Spanish Marques/SO	B		x				
LISTEN & ACT Griffee/LH	B	x				x	
LIVE ACTION ENGLISH Romijn & Seely/Alem	B		x				
TEACHING ENGLISH THROUGH ACTON Segal/Segal.Inc.	B		x				
TOTAL PHYSICAL RESPONSE KITS: SO The Home. The Kitchen. The Town. The Airport. The Classroom The Supermarket. The Beach. The Clock. The Calendar. The Alphabet. The Gas Station. The Farm. The Harbor. The Firehouse The Playground. European Map. United States May. 2 Kits in One: Restaurants.a nd 4 Kits in One including Community School. Work. and Leisure Time.	B						x

V. TEACHER REFERENCE AND RESOURCE	LEVEL	Student Text	Resource Book	cassettes	teacher's manual	workbook	visuals
1. CLASSROOM RESOURCE							
BEFORE THE BELL RINGS Stricherz/Alem			x				
BRIDGE THE GAP Ferrerr de Poleo/Alem			x				
The CHILDREN'S RESPONSE Linse/Alem			x				
COMMUNICATION STARTERS Olsen/Alem			x				
DRAWING OUT Bassano & Christison/Alem			x				
ENGLISH THROUGH POETRY Christison/Alem			x				
E S L OPERATIONS: TECHNIQUES FOR LEARNING WHILE DOING Nelson & Winters/NH			x				
HISPANIC GUIDES: TEACHER SURVIVALTIPS Chaille/EA			x				
HOW TO MAKE AND USE YOUR OWN VISUAL DELIGHTS Romo & Brinson/NH			x				
IDEA BANK Sadow/NH			x				
LIVE ACTION ENGLISH FOR FOREIGN STUDENTS Romijn & Seely/Alem			x				
LANGUAGE TEACHING GAMES AND CONTESTS Lee/OUP			x				
LOOK WHO'S TALKING Christison & Bassano/Alem			x				
NOTIONAL FUNCTIONAL EXERCISES Messerschmitt & Ahao/Alem			x				
PLAY AND PRACTICE Chamberlin & Stenberg/NTB			x				
SOUNDS INTERESTING Maley & Duff/CUP			x				
SOUNDS INTRIGUING Maley & Duff/CUP			x				
TEACHING ENGLISH THROUGH ACTION Segal/Segal.Inc.			x				
WHAT TO DO BEFORE THE BOOKS ARRIVE Maculaitis/Alem			x				
2. REFERENCE							
ADAPTATION IN LANGUAGE TEACHING Madsen & Brown/NH			x				
CARING & SHARING IN THE FOREIGN LANGUAGE CLASSROOM Moskowitz/NH			x				
CHILD-ADULT DIFFERENCES IN SECOND LANGUAGE ACQUISITION Krashen et al/NH			x				
CLASSROOM TECHNIQUES Vallette/HBJ			x				
COMMUNICATIVE APPROACH TO LANGUAGE TEACHING Brumfit & Johnson/OUP			x				
COMMUNICATIVE LANGUAGE TEACHING Littlewood/CUP			x				
COMMUNICATIVE SYLLABUS DESIGN Munby/CUP			x				
DEVELOPING READING SKILLS Grellet/CUP			x				
DISCUSSIONS THAT WORK UR/CUP			x				
DRAMA TECHNIQUES IN LANGUAGE LEARNING Maley & Duff/CUP			x				

V. TEACHER REFERENCE AND RESOURCE	LEVEL	Student Text	Resource Book	cassettes	teacher's manual	workbook	visuals
REFERENCE, cont'd.							
ENGLISH FOR ACADEMIC AND TECHNICAL PURPOSES Selinker et al/NH			x				
ENGLISH GRAMMAR COURSE FOR ESL AND EFL COURSES Celce-Murcia & Larsen-Freeman/NH			x				
ERROR ANALYSIS AND INTERLANGUAGE Corder/OUP			x				
EXPLORATIONS IN APPLIED LINGUISTICS Widdowson/OUP			x				
FOUNDATIONS FOR TEACHING ENGLISH AS A SECOND LANGUAGE Saville & Troike/PH			x				
The FUNCTIONAL-NOTIONAL APPROACH Finocchiaro & Brumfit/OUP			x				
GENERALLY SPEAKING HOW CHILDREN LEARN LANGUAGES Macauley/NH			x				
HOW TO USE T.P.R. Seely/Alem			x				
LANGUAGE 2 Burt et al/OUP			x				
LEARNING ANOTHER LANGUAGE THROUGH ACTION Asher/SO			x				
LISTENING FOR STRUCTURAL CUES Messerschmitt/Alem			x				
The LOSS OF LANGUAGE SKILLS Lambert et al/NH			x				
MEMORY, MEANING, AND METHOD Stevick/NH			x				
The NATURAL APPROACH Krashen & Terrell/Alem			x				
NOTIONAL SYLLABUSES Wilkins/OUP			x				
PATTERNS OF ENGLISH PRONUNCIATION Bowen/NH			x				
PRINCIPLES AND PRACTICES Krashen/Alem			x				
PSYCHOLINGUISTICS Hatch/NH			x				
PRINCIPLES OF LANGUAGE LEARNING AND TEACHING Brown/PH			x				
PRACTICAL GUIDE TO THE TEACHING OF ENGLISH AS A SECOND OR FOREIGN LANGUAGE Rivers/OUP			x				
SECOND LANGUAGE ACQUISITION Hatch/NH			x				
SECOND LANGUAGE CLASSROOM Slatis et al/OUP			x				
SIMULATIONS IN LANGUAGE TEACHING Jones/CUP			x				
SOCIOLINGUISTIC ASPECTS OF LANGUAGE LEARNING AND TEACHING /OUP			x				
TEACHING AND LEARNING LANGUAGES Stevick/CUP			x				
TEACHING ENGLISH AS A SECOND OR FOREIGN LANGUAGE Celce-Murcia & McIntosh/NH			x				
TEACHING LANGUAGE AS COMMUNICATION Widdowson/OUP			x				
TEACHING LANGUAGES-A WAY AND WAYS Stevick/NH			x				
TESTING COMMUNICATIVE PERFORMANCE Carroll/Alem			x				

ORDER FORM

THE LANGUAGE WORKS
ESL/BILINGUAL BOOK DISTRIBUTORS
& CURRICULUM CONSULTANTS

SEND ORDERS TO:
THE LANGUAGE WORKS
1626 N. Poinsettia Pl., Ste. 313
Los Angeles, CA 90046 • (213) 851-5276

Authorized Signature

Tel Institution Home

Date Purchase Order #

BILL TO:

Institution

Street Address

City State Zip

Attention: Name Title

SHIP TO:

Institution

Street Address

City State Zip

Attention: Name Title

Shipping instructions

Quantity	Office Use	Publisher	Title	Price	Total

PLEASE NOTE:
Publishers' list prices are effective as of MARCH 1, 1983 and are subject to change without notice. If price has changed, we will contact you for approval.

SUB TOTAL

California Residents Add 6½ % Sales Tax

8 % Postage & Handling (Minimum 2.00)

TOTAL

BEST COPY AVAILABLE

BEST COPY AVAILABLE

ORDERING INFORMATION

ORDERING PROCEDURE: Send all orders to THE LANGUAGE WORKS, 1626 North Poinsettia Place #313 Los Angeles, CA 90046 on school letterhead, school purchase order forms, or on our order form. Telephone orders are accepted only when a confirming purchase order will follow in the mail. Please indicate on purchase order "Confirmation only—Do Not Duplicate."

EXAMINATION COPIES will be provided to authorized school representatives and invoiced with review terms of 30 days. This invoice will be cancelled upon return of the materials. Submit requests for examination copies on school letterhead. Include the name and telephone number of the Department Chair, texts currently used, expected enrollment, and starting date of the new classes. THE LANGUAGE WORKS reserves the right to limit the number of examination copies.

TERMS: *Orders for Schools* are billed with terms of net 30 days. Any items backordered will be billed separately and each invoice presented must be honored within the thirty-day period. Prices shown in publishers' catalogues do not include shipping charges. All freight charges, including extra shipping costs incurred for rush orders, will be billed to the customer. *Orders for Teachers* must be accompanied with payment. Add 10% for handling and shipping (minimum charge is $2.00).

RETURNS: Permission to return materials must be requested in writing within 60 days of invoice and authorized in writing by THE LANGUAGE WORKS. A 10% restocking fee will be charged on all authorized returns. Materials must be in salable condition with no marks or stickers, and cassettes must be unopened and unplayed.

AUTHORIZED DISTRIBUTORS FOR:

The Alemany Press
Cambridge University Press
Delta Systems, Inc.
Easy Aids, Inc.
Harcourt Brace Jovanovich
Lingual House
Longman
National Textbook Company
Newbury House
Prentice-Hall
Regents Publishing Co.
ARCO Publishing Co.
ELS Publications
Oxford University Press
The University of Michigan Press
Sky Oaks Productions